

LAMI (2nd online) meeting

12th February 2021

14:30 – 16:00 (CET time)

13:30- 15:00 (UK time)



Language Assessment for
Migration and Integration

Agenda (part A)

- **LAMI Project Group:** summary of **Action Plan** till April 2023 (activities 1, 2 and 3)
- Updating of **LAMI website** page: <https://www.alte.org/LAMI-SIG>
- **LAMI contribution** to the **ALTE 1st International Digital Symposium** (28-30 April 2021)

Agenda (part B)

- **Activity 1** - LASLLIAM validation (1A) and piloting (1B)
 - ✓ 1A) Validation – participating to the online survey
 - ✓ 1B) Piloting - using LASLLIAM for assessment purposes

- **Activity 2** - Updating of the ALTE-CoE Survey Report (2020)
 - ✓ Brief policy update from participants' countries
 - ✓ Brief introduction to research project: IMPECT - *Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests*

Agenda (part c)

- **Activity 3 - Uneven profiles**
 - ✓ 3A) Report - suggested outline
 - ✓ 3B) Scientific paper – suggested outline

- **Invited presentation by Stefanie Dengler:**
The modular tests developed by the Goethe-Institute

- Date/place (virtual?) for the **next LAMI meeting**

- AOB

Agenda (part A)

- **LAMI Project Group:** summary of **Action Plan** till April 2023 (activities 1, 2 and 3)
- Updating of **LAMI website** page: <https://www.alte.org/LAMI-SIG>
- **LAMI contribution** to the **ALTE 1st International Digital Symposium** (28-30 April 2021)

LAMI, as Project Group

- A **clear idea** of what we want to achieve, in terms of **concrete goals**
- A set **purpose**: take part in researches (also in collaboration with the Council of Europe), create tools, publish documentations and academic paper, update the website, give contribution within ALTE events
- An appropriate **time limit** (3 years – 2021/2023)
- An appropriate **cost limit** (approved by ALTE's Board of Trustees)

1. ALTE, May 2020 - decisions
2. LAMI, November 2020 – proposal
3. ALTE-LAMI, December 2020-approval

Action plan: January 2021-April 2023

- 1. Involving within the LASLLIAM validation phase and piloting phase**
 - 1.A Replying to online survey
 - 1.B Developing ALTE-LAMI Guidelines for the use of LASLLIAM for assessment purposes
- 2. Confirming/updating the data of the last ALTE-Council of Europe Survey**
- 3. Authoring of two publications focusing on the topic “uneven profiles”:**
 - 3.A ALTE-LAMI report
 - 3.B ALTE-LAMI scientific paper

...for more details...

PDF already present in the updated ALTE-LAMI webpage

Agenda (part A)

- **LAMI Project Group**: summary of **Action Plan** till April 2023 (activities 1, 2 and 3)
- Updating of **LAMI website** page: <https://www.alte.org/LAMI-SIG>
- **LAMI contribution** to the **ALTE 1st International Digital Symposium** (28-30 April 2021)

The LAMI group was formed in Salamanca in 2002 with the hope of representing a platform for language testers in supporting their attempts to ensure issues of test fairness and social justice within the migration context, according to ALTE's mission of sustaining diversity and maximising impact.

LAMI means Language Assessment for Migrants' Integration: it is a Special Interest Group that has been central to the discussion ALTE has been engaged in to consider the growing prominence of language testing in migration policy.



Chairs:

[Lorenzo Rocca](#) (Chair) and [Cecilie Hamnes Carlsen](#) (Co-Chair).

Open to:

Anyone with an interest in teaching and assessment within the migration context.

Next Meeting:

Thursday 11th February 2021,
online

Check the [Events](#) page for more information on this event.

LAMI Members are currently working on:

Assessment of uneven profiles, particularly in relation to non-literate and low literate migrants.

Our Publications:

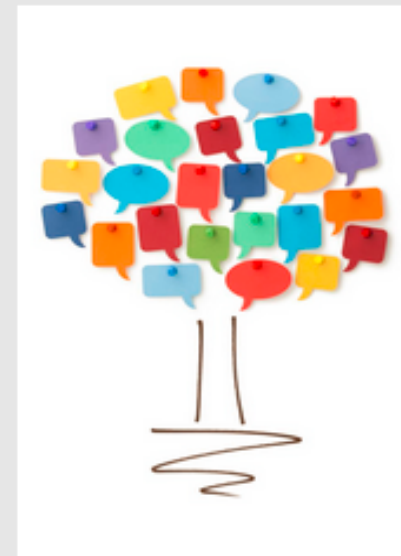
Report on the 2018 Council of Europe and ALTE survey on language and knowledge of society policies for migrants (published in 2020 by the Council of Europe).



A leaflet containing key information related to the survey is available in 25 languages:

[Azerbaijani](#) [Bulgarian](#) [Catalan](#) [Czech](#) [Danish](#) [Dutch](#) [English](#)
[Esperanto](#) [Finnish](#) [French](#) [German](#) [Greek](#) [Hungarian](#) [Irish](#) [Italian](#)
[Luxembourgish](#) [Norwegian](#) [Polish](#) [Portuguese](#) [Romanian](#)
[Russian](#) [Spanish](#) [Swedish](#) [Turkish](#) [Welsh](#)

Our 'LAMI Booklet' (*Language Tests for access, integration and citizenship: An outline for policy makers*) was produced on behalf of the Council of Europe and presented at a Symposium hosted by the Council of Europe in 2016.



It is available in full in [English](#), [Suomi](#), [Italiano](#).

Our News:

LAMI Project Group approved its [action plan](#) 2021-2023:

1. Involvement in the LASLLIAM validation phase and piloting phase:

- a) Replying to the online survey
- b) Developing ALTE-LAMI Guidelines for the use of LASLLIAM for assessment purposes

2. Confirming/updating the data of the last ALTE-CoE Survey

3. Authoring of two publications focusing on the topic

"uneven profiles":

- a) ALTE-LAMI report
- b) ALTE-LAMI scientific paper

Presentations from Previous Meetings:

[November 2020](#)

[February 2020](#)

[November 2019](#)

[April 2019](#)

Results and Events (2014-2020)

Agenda (part A)

- **LAMI Project Group:** summary of **Action Plan** till April 2023 (activities 1, 2 and 3)
- Updating of **LAMI website** page: <https://www.alte.org/LAMI-SIG>
- **LAMI contribution** to the **ALTE 1st International Digital Symposium** (28-30 April 2021)

LAMI Workshop: UNEVEN PROFILES

Wednesday 28th April 16:30-18:30

Program

- Opening by chairs
- Invited presentation by Brian North:
An introduction to the theme “uneven profiles”
- Activities: division of the participants in 2 groups, according to their interest in addressing the specific subtopic



LAMI Workshop: UNEVEN PROFILES

- **Group 1: uneven profiles and low literate migrants**

Practical task - Development of two adaptive tasks from LASSLIAM level 1 to 4 (one for spoken; one for written interaction)

- **Group 2: uneven profiles and language requirements within the migration context**

Practical task - Development of two listening tasks (one for A2 and one for B1) aimed to avoid the influence of other construct-irrelevant skills

- **Plenary** - round table related to the feedback on the activities (rapporteurs from Group 1 and Group 2)

- **Summary of outcomes by chairs**

Action plan: January 2021-April 2023

1. **Involving within the LASLLIAM validation phase and piloting phase**
 - 1.A Replying to online survey
 - 1.B Developing ALTE-LAMI Guidelines for the use of LASLLIAM for assessment purposes
2. **Confirming/updating the data of the last ALTE-Council of Europe Survey**
3. **Authoring of two publications focusing on the topic “uneven profiles”:**
 - 3.A ALTE-LAMI report
 - 3.B ALTE-LAMI scientific paper



LAMI
working group(s)

13



- 1** Lorenzo Rocca
- 2** Cecilie Hamnes Carlsen
- 3** Stefanie Dengler
- 4** Ina Ferbezar
- 5** Jane Lloyd
- 6** Joe Sheils
- 7** Ivan Brave
- 8** Mari Honko
- 9** Beate Zeidler
- 10** Sabrina Machetti
- 11** Dina Vîlcu
- 12** Bart Deygers
- 13** Anna Mouti



Agenda (part B)

- **Activity 1** - LASLLIAM validation (1A) and piloting (1B)
 - ✓ 1A) Validation – participating to the online survey
 - ✓ 1B) Piloting - using LASLLIAM for assessment purposes

- **Activity 2** - Updating of the ALTE-CoE Survey Report (2020)
 - ✓ Policy news from participants' countries
 - ✓ Brief introduction to research project: IMPECT - *Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests*



Literacy And Second Language Learning for the Linguistic Integration of Adult Migrants (LASLLIAM)

LASLLIAM is a tool to plan courses, design curricula, create teaching materials and develop tests aimed at non-literate/low-literate adult migrants

CEFR descriptors
not specific enough
for literacy-and-
second-language
learning

Companion Volume
adds Pre-A1
descriptors

LASLLIAM describes
four levels of literacy
and oral acquisition

LASLLIAM 4

A1

LASLLIAM 3

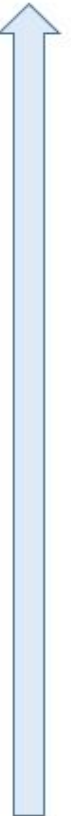
Pre-A1

LASLLIAM 2

LASLLIAM 1

LASLLIAM

**CEFR -
Companion**



Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-02/2021)

Quantitative validation (02/2021-04/2021)

Piloting (04/2021-10/2021)

Launch and dissemination (11/2021)



Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-02/2021)

Quantitative validation (02/2021-04/2021)

**LAMI
1A**

Piloting (04/2021-10/2021)

Launch and dissemination (11/2021)

LAMI 1A

Online SurveyMonkey:

- Individual participation
- Spread the link within your network*

Timetable: March 2021

*Language testers, as well as teachers/volunteers with experience in teaching second language to low literate learners

LAMI 1A – aims of the survey

1. Corroborate the results of the qualitative validation
2. Check again in particular those descriptors that were revised based on the qualitative validation
3. Calibrate those descriptors related to the standard setting, by finalizing their scaling progression

LAMI 1A – expected work

- Access to the survey and read the introductory texts to LASLLIAM
- Then, do the task - 60 descriptors* to be rated:
 1. Clarity (yes/no)
 2. Assigning to levels (from 1 to 4)

*The descriptors are taken from LASLLIAM scales (all the categories: technical literacy, overall and specific language, strategies, digital)

Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-02/2021)

Quantitative validation (02/2021-04/2021)

Piloting (04/2021-10/2021)

**LAMI
1B**

Launch and dissemination (11/2021)

LAMI 1B

- Four small groups (**SG1, SG2, SG3, SG4**) of LAMI members will work on the **development of concrete (samples) of assessment tools**, with the related guidelines, by using the LASLLIAM scales in their just validated English version
- **Timetable:** May/ mid-October

LAMI 1B – expected outcomes

- SG1 – *needs' analysis tool* (outline of an interview to be provided within the welcome phase)
- SG2 – *tool for placement assessment* of literacy and SL profile (from level 1 to level 4)
- SG3 – *tool for end-of-course assessment* in relation to level 2 (example of horizontal exam)
- SG4 – *tool for end-of-course adaptive assessment* in relation to reading (example of transversal exam)

LAMI 1B - planning

	May		June	July	August	September		October	
	1 half	2 half				1 half	2 half	1 half	2 half
Meeting on line to share first ideas									
Development of the assigned tool and related guidelines									
Sending of what developed (deadline 15 Sept)									
Meeting on line to share comments									
Revision and finalization (deadline 15 Oct)									
Uploading of the work in ALTE and LASLIAM website									

LAMI 1B – tasks division

- SG1 *needs' analysis*
- SG2 *placement*
- SG3 *end-of-course assessment* (horizontal exam)
- SG4 *end-of-course adaptive assessment* (transversal exam)



Agenda (part B)

- **Activity 1** - LASLLIAM validation (1A) and piloting (1B)
 - ✓ 1A) Validation – participating to the online survey
 - ✓ 1B) Piloting - using LASLLIAM for assessment purposes

- **Activity 2** - Updating of the ALTE-CoE Survey Report (2020)
 - ✓ Policy update from participants' countries
 - ✓ Brief introduction to research project: IMPECT - *Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests*

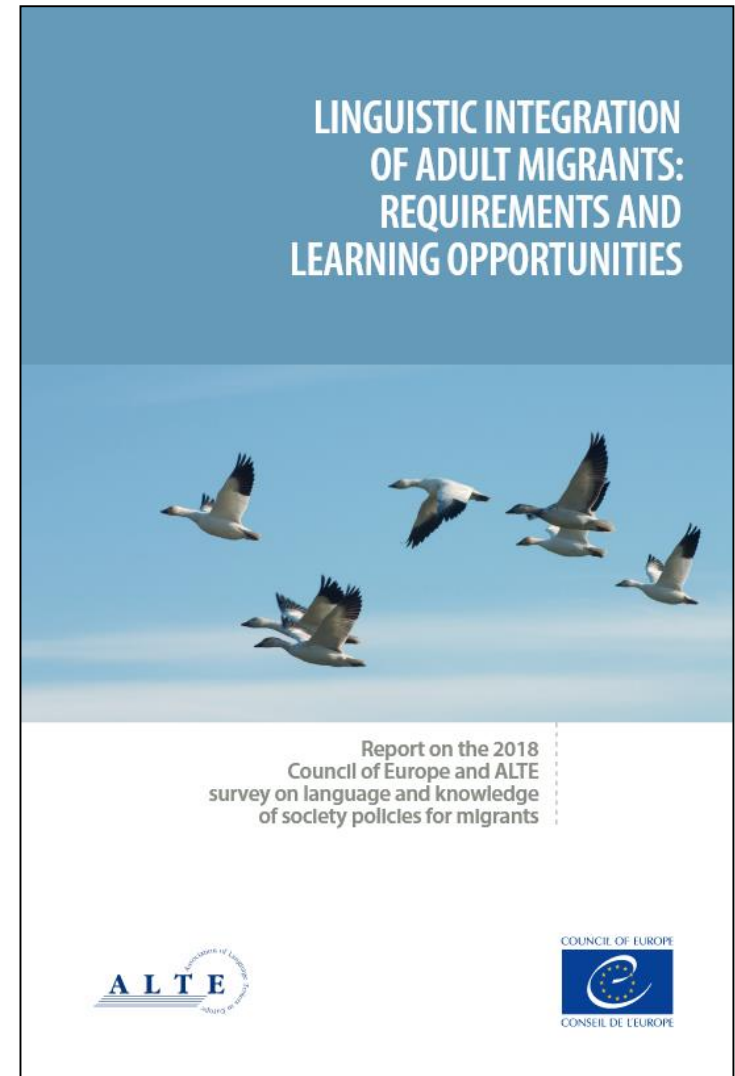
Activity 2: Updating the data of the last CoE/ALTE survey

- Language and KoS-requirements in 40 CoE member states
- State-of-the-art 2018
- Constant changes in policy; new/stricter requirements are being introduced

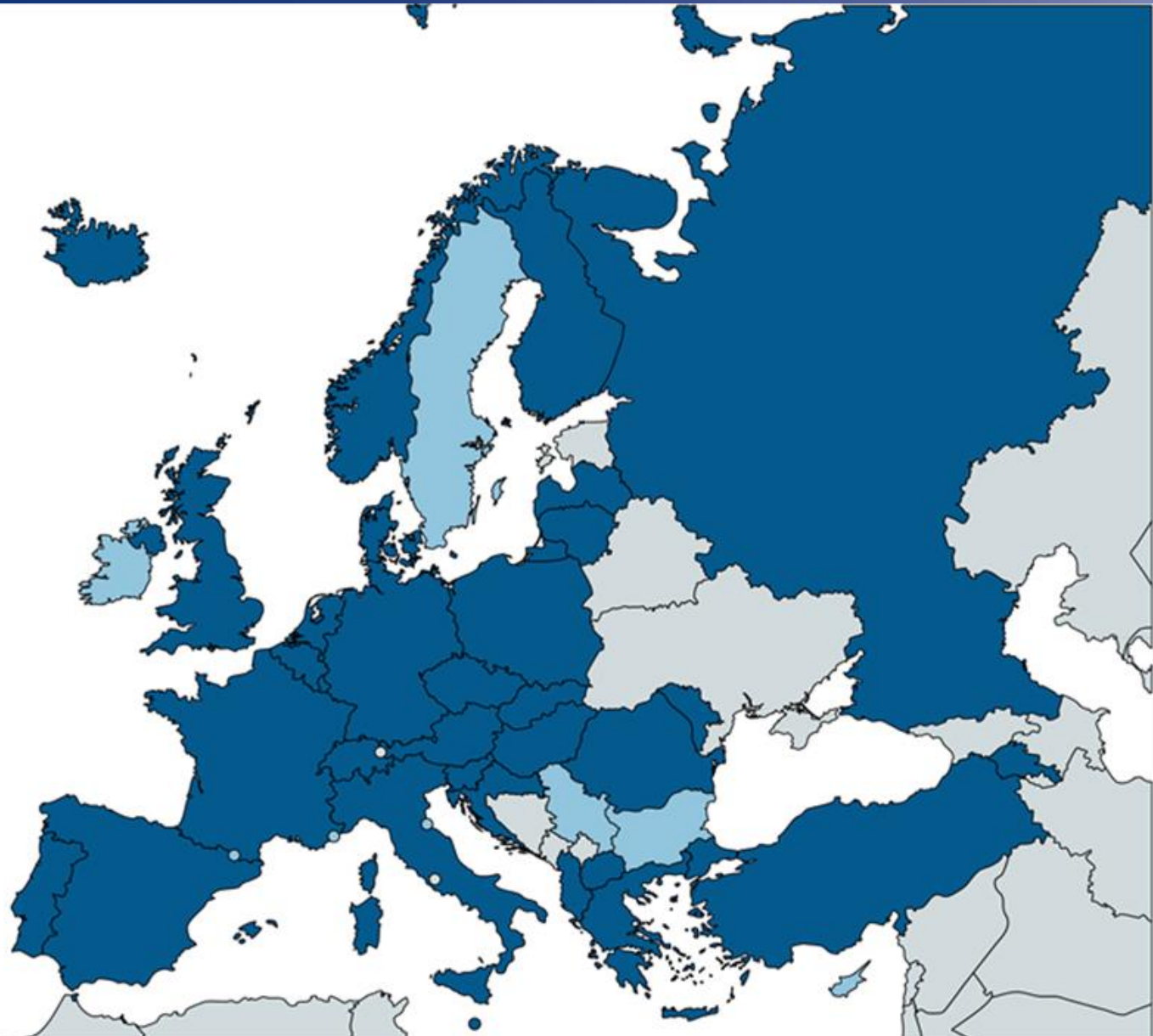


Activity 2: Updating the data of the last CoE/ALTE survey

- AIM: confirm/update the information about country specific requirements
- WHO:
 - We will contact an ALTE representative for each country to ask for participation
- HOW:
 - check your country in the report
 - update where necessary
- **WHEN: September 2021**



Brief policy update from participants



Brief policy update from participants

- Have new requirements for entry/residency/citizenship been introduced?
- Have requirements changed?
 - Stricter?
 - More lenient?
- Other relevant news?





inspect



Western Norway
University of
Applied Sciences



- Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests

- Western Norway University of Applied Sciences
- August 2021- August 2025
- Norwegian Research Council
- Formal support from the Council of Europe
- International collaboration; the Netherlands, Belgium, Italy

<https://www.hvl.no/en/research/prosjekt/impect/>





- Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests

Main research question:

How are low-literate adult migrants affected by language and KoS-requirements for residency and citizenship?



Edit Bugge
Project leader

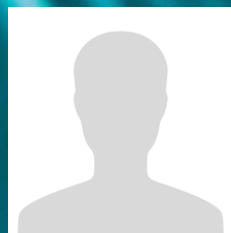
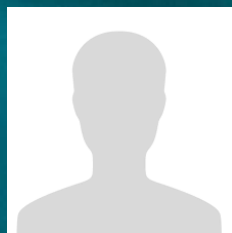
Cecilie H. Carlsen
WP-leader

Ricky van Oers
Professor II

Marte Nordanger
Post.doc.

Lorenzo Rocca
WP-leader

Bart Deygers
Researcher

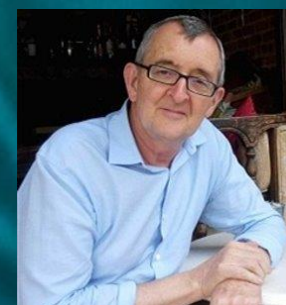


Live Grinden (PhD)

To be hired (2 PhDs)

Reference group

- Norwegian LESLLA teachers
- Skills Norway



Tim McNamara

Elana Shohamy

Jeanne Kurvers

Sara W. Goodman

Scientific Advisory Board



Big data

Test scores +
background
variables
(*n* = 30 000)

European survey

Teachers of
LESLLA-learners
in 40 CoE states
(*n* = 2000)

Linked to relative harshness
of language and KoS-
requirements in CoE-
member states



IMPACT

Interviews

- 5 teachers in 5
CoE-states
- 12 LESLLA-
learners in
Norway

Big data

Test scores +
background
variables
($n = 30\ 000$)

European survey

Teachers of
LESLLA-learners
in 40 CoE states
($n = 2000$)

Linked to relative harshness
of language and KoS-
requirements in CoE-
member states

Updated information about
requirement policies
necessary (LAMI activity 2)



IMPACT

Interviews

- 5 teachers in 5
CoE-states
- 12 LESLLA-
learners in
Norway

Agenda (part c)

- **Activity 3 - Uneven profiles**
 - ✓ 3A) Report - suggested outline
 - ✓ 3B) Scientific paper – suggested outline
- Invited presentation by Stefanie Dengler:
The modular tests developed by the Goethe-Institute
- Date/place (virtual?) for the **next LAMI meeting**
- AOB

Activity 3: Uneven profiles

SPANISH	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1
Listening comprehension									
Reading comprehension									
Spoken interaction									
Written interaction									
Spoken production									
Written production									
Mediation									

Figure 9 – A proficiency profile – overall proficiency in one language

Activity 3: Uneven profiles

“Modular approach is a key concept also for certification ”
(CEFR, 2001)



“Towards a jagged profile”
(LAMI booklet, 2016)



Table 8 – Language requirements for citizenship

Country	Listening	Reading	Speaking	Writing
Albania	Unspecified			
Armenia	Unspecified			
Austria	B2	B2	B2	B2
Belgium (Fl.)	A2	A2	A2	A2
Belgium (Fr.)	A2	A2	A2	A2
Croatia	Unspecified			
Czech Republic	B1	B1	B1	B1
Denmark	B2	B2	B2	B2
Finland	B1	B1	B1	B1
France	B1	B1	B1	B1
Germany	B1	B1	B1	B1
Greece	B2	B2	B2	B2
Hungary	Unspecified			
Iceland	B1	B1	B1	B1
Italy	B1	B1	B1	B1
Latvia	Unspecified			
Lithuania	Unspecified			
Luxembourg	B1		A2	
Malta	Unspecified			
Moldova	B2	B2	B2	B2
Netherlands	A2	A2	A2	A2
North Macedonia	Unspecified			
Norway			A2	
Poland	B1	B1	B1	B1
Portugal	A2	A2	A2	A2
Romania	A1	A1	A1	A1
Russian Federation	A2	A2	A2	A2
Slovak Republic	Unspecified			
Spain	A2	A2	A2	A2
Switzerland	B1	A2	B1	A2
Turkey	Unspecified			
UK	B1	B1	B1	B1

Recently changed to B1 oral



Activity 3: Uneven profiles



- AIM: ALTE/LAMI publication on a profiled approach to language assessment
 - Build an argument in favor of profiled approach
 - Empirical data from institutions who offer language tests measuring skills separately (separate scores)
 - Outcome: ALTE LAMI report > Scientific paper
- WHO: ALTE/LAMI members with profiled test and relevant data
- HOW:
 - set down an ALTE/LAMI project group
 - plan research design
 - author group
- WHEN: Long term project
 - February 2021 – April 2023

Activity 3: Uneven profiles

- AIM: ALTE/LAMI publication on a profiled approach to language assessment
 - Build an argument in favor of profiled approach
 - Empirical data from institutions who offer language tests measuring skills separately (separate scores)
 - Outcome: **ALTE LAMI report** > Scientific paper
- WHO: ALTE/LAMI members with profiled test and relevant data
- HOW:
 - **set down an ALTE/LAMI project group**
 - plan research design
 - author group
- WHEN: Long term project
 - February 2021 – April 2023

Proposed time-frame

- February: Confirmation from participants (ALTE/LAMI project group)
 - Stefanie Dengler/ Beate Zeidler (Germany)
 - Jane Lloyd (UK)
 - Ivan Brave/Dina Vîlcu (Romania)
 - Mari Honko (Finland)
 - Bart Deygers (Belgium, FI)
 - Anna Mouti (Greece)
 - Lorenzo Rocca (Italy)
 - Cecilie H. Calrsen (Norway)
- *March*: Sharing of example text from Norwegian context
- *March – October*: Participants draft a 1 - 1,5 page about uneven profiles in their countries
- *By October 15th*: Participants to submit their contributions
- **November 2021: ALTE-meeting in Perugia**

Anyone else? Get in touch!

chca@hvl.no

lorenzo_rocca@libero.it

Proposed content



1. Uneven profile – the normal case
2. The CEFR Companion Volume on uneven profiles
3. ALTE/LAMI on uneven profiles – Overview of ALTE members' tests
4. Uneven profiles – a poorly exploited opportunity?
5. Examples of good practice (1-2 pages per country)
 - 5.1 *The test – structure and reason for measuring the skills separately*
 - 5.2 *Test results on the different parts of the test*
 - 5.3 *To what extent is the profiled approach used in society (integration policy, labour market, higher education, a.o.)*

Agenda (part c)

- **Activity 3** - Uneven profiles
 - ✓ 3A) Report - suggested outline
 - ✓ 3B) Scientific paper – suggested outline
- **Invited presentation by Stefanie Dengler:**
The modular tests developed by the Goethe-Institute
- Date/place (virtual?) for the **next LAMI meeting**
- AOB



MODULAR EXAMS GOETHE INSTITUTE

**LAMI SIG Meeting, 12.2.2021
Stefanie Dengler, Munich
Language Department Goethe Institute**

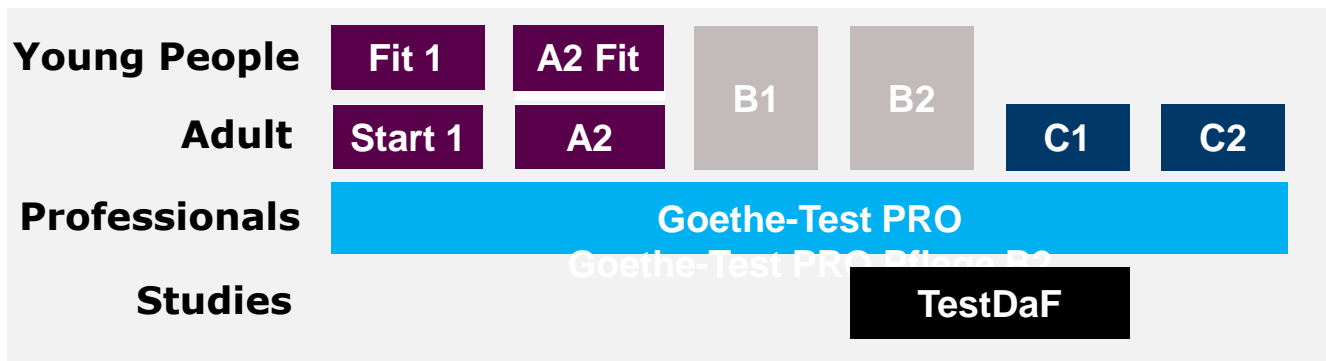
**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

MODULAR EXAMS

- OVERVIEW AND DEVELOPMENT
- CONTENT
- ADMINISTRATION
- CERTIFICATION
- RECOGNITION

MODULAR EXAMS OVERVIEW



All general language examinations for adults are reviewed by ALTE and are rewarded by the „Q“-mark of quality.

MODULAR EXAMS DEVELOPMENT

- GOETHE-ZERTIFIKAT C2 2012
- GOETHE-ZERTIFIKAT B1 2013
- GOETHE-ZERTIFIKAT B2 2018
- GOETHE-ZERTIFIKAT C1 2023

MODULAR EXAMS CONTENT

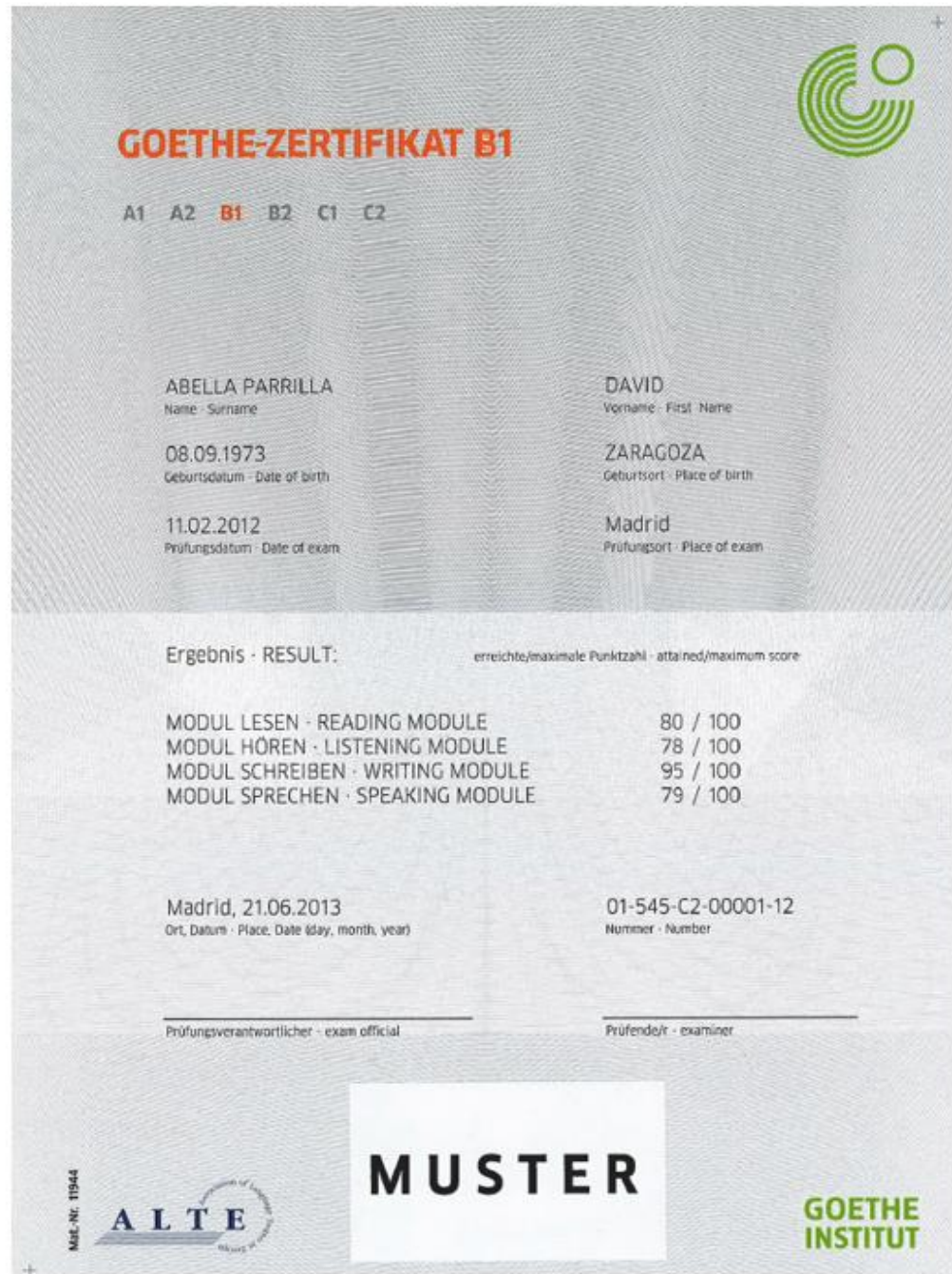
Reading	Listening	Writing	Speaking
~ 65-75 min	~ 40 min	~ 60-75 min	~ 15 min
4-5 tasks	3-4 tasks	2-3 tasks	2-3 tasks
30 items	30 items		
100 points	100 points	100 points	100 points
> 60 points	> 60 points	> 60 points	> 60 points

MODULAR EXAMS ADMINISTRATION

- **Modules may be taken individually or in conjunction with one another**
 - => most candidates book all four modules**
- **Modules may be taken and repeated any number of times**
- **Different number of candidates for each session**
- **A break of at least 15 minutes is to be provided between each of these modules**
 - => identification is necessary for each session**
- **89-119,-€ single module,
229-319,-€ all modules**

MODULAR EXAMS CERTIFICATES

1. one single certificate that shows all four modules (within a year)
2. one certificate for each module



The image shows a sample Goethe-Zertifikat B1 certificate. The certificate is titled "GOETHE-ZERTIFIKAT B1" and lists the modules A1, A2, B1, B2, C1, and C2, with B1 highlighted. The certificate holder's name is ABELLA PARRILLA (Name - Surname) and DAVID (Vorname - First Name). The date of birth is 08.09.1973 (Geburtsdatum - Date of birth) and the place of birth is ZARAGOZA (Geburtsort - Place of birth). The exam date is 11.02.2012 (Prüfungsdatum - Date of exam) and the exam location is Madrid (Prüfungsort - Place of exam). The results section shows: MODUL LESEN - READING MODULE (80 / 100), MODUL HÖREN - LISTENING MODULE (78 / 100), MODUL SCHREIBEN - WRITING MODULE (95 / 100), and MODUL SPRECHEN - SPEAKING MODULE (79 / 100). The exam location and date are Madrid, 21.06.2013 (Ort, Datum - Place, Date (day, month, year)) and the certificate number is 01-545-C2-00001-12 (Nummer - Number). The certificate is signed by the exam official and the examiner. The Goethe-Institut logo is in the top right corner, and the ALTE logo is in the bottom left corner. The word "MUSTER" is written in large letters in the bottom right corner.

GOETHE-ZERTIFIKAT B1

A1 A2 **B1** B2 C1 C2

ABELLA PARRILLA
Name - Surname

08.09.1973
Geburtsdatum - Date of birth

11.02.2012
Prüfungsdatum - Date of exam

DAVID
Vorname - First Name

ZARAGOZA
Geburtsort - Place of birth

Madrid
Prüfungsort - Place of exam

Ergebnis - RESULT: erreichte/maximale Punktzahl - attained/maximum score

MODUL LESEN - READING MODULE	80 / 100
MODUL HÖREN - LISTENING MODULE	78 / 100
MODUL SCHREIBEN - WRITING MODULE	95 / 100
MODUL SPRECHEN - SPEAKING MODULE	79 / 100

Madrid, 21.06.2013
Ort, Datum - Place, Date (day, month, year)

01-545-C2-00001-12
Nummer - Number

Prüfungsverantwortlicher - exam official

Prüfende/r - examiner

MUSTER

ALTE

GOETHE INSTITUT

MODULAR EXAMS CERTIFICATES

1. one single certificate that shows all four modules (within a year)
 2. one certificate for each module
- + explanation of the modular system



The image shows a sample Goethe-Zertifikat B1 certificate. It features a textured background and a green logo in the top right corner. The certificate is divided into several sections: a header with the title 'GOETHE-ZERTIFIKAT B1' and level indicators 'A1 A2 B1 B2 C1 C2'; a personal information section with fields for name, date of birth, and exam date; a result section showing the score for the 'MODUL LESEN' (Reading Module); and a footer with the ALTE logo, a 'MUSTER' (sample) label, and the Goethe Institut logo.

GOETHE-ZERTIFIKAT B1

A1 A2 **B1** B2 C1 C2

AGUILAR BENITEZ
Name - Surname

07.07.1969
Geburtsdatum - Date of birth

11.02.2012
Prüfungsdatum - Date of exam

HORTENSIA
Vorname - First Name

STUTTGART
Geburtsort - Place of birth

Madrid
Prüfungsort - Place of exam

Ergebnis · RESULT: erreichte/maximale Punktzahl · attained/maximum score

MODUL LESEN · READING MODULE 81 / 100

Madrid, 25.07.2013
Ort, Datum · Place, Date (day, month, year)

01-545-C2-00003-13
Nummer · Number

Prüfungsverantwortlicher · exam official

Prüfende/r · examiner

MUSTER

ALTE

GOETHE
INSTITUT

MODULAR EXAMS RECOGNITION

- **Participants?**
 - + **Advantage of re-taking only necessary module**
 - + **cheaper and less stress**
 - /+ **each module has to be passed**
- **Teachers?**
 - + **all competences have to be trained**
 - **after the implementation results are „worse“**
- **Stakeholders?**
 - + **Recognition of four modules, usually one level**
 - + **examples of recognition of combined levels**

MODULAR EXAMS RECOGNITION

STANDARDS OF TEST DEVELOPMENT

- FAIRNESS** ✓
- VALIDITY** ✓
- RELIABILITY** ✓
- PRACTICALITY** ✓

THANK YOU!

CONTACT: stefanie.dengler@goethe.de

Agenda (part c)

- **Activity 3** - Uneven profiles
 - ✓ 3A) Report - suggested outline
 - ✓ 3B) Scientific paper – suggested outline
- **Invited presentation by Stefanie Dengler:**
The modular tests developed by the Goethe-Institute

- Date for the **next LAMI meeting (online)**

May - 2 hours within 4th and 14th

**LAMI
1B**

Thank You!

Cecilie: chca@hvl.no

Lorenzo: lorenzo_rocca@libero.it