# LAMI meeting

## 11th November 2021

**9:45 – 10:45 (CET time)**
*8:45- 9:45 (UK time)*

Cecilie:     **chca@hvl.no**          Lorenzo:   **l.rocca@ladante.it**

# Agenda

- Updating about parallel projects involving LAMI
  - ✓ Council of Europe LASLLIAM *(ref. LAMI action plan 1B)*
  - ✓ IMPECT *(ref. LAMI action plan 2)*
- Uneven profiles: tests' examples collection

  *(ref. LAMI action plan 3A and, in perspective, 3B)*
- Towards a new ALTE Minimum Standard related to preventing test misuse (part of the meeting joined with QMS SIG)
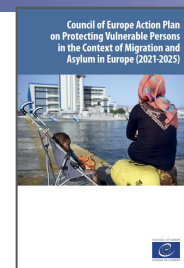- Date/place for the next LAMI meeting
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3

**5 May 2021**

**Adopted by the
CoE Committee of
Ministries**

**Council of Europe Action Plan
on Protecting Vulnerable Persons
in the Context of Migration and
Asylum in Europe (2021-2025)**

# Contents

# **LASLLIAM
LITERACY AND SECOND LANGUAGE LEARNING FOR LIAM

## Actions within Pillar 3

### 3.1. Promoting non-discrimination and diversity

► Continue and support the national implementation of HELP courses on refugee and migrant children, alternatives to immigration detention, asylum and the European Convention on Human Rights, the fight against racism and xenophobia, and radicalisation prevention.

► Promote the use of dedicated resources and capacity-building activities to support the linguistic integration of migrants and refugees.**

► Support the practical implementation of a literacy framework for migrants and refugees with a non - or low - literate background.**

► Develop a practical guide and training to support educators in schools with refugee children to ensure their inclusion in the education system and society.**

► Develop co-operation with the Union of European Football Associations (UEFA) on supporting sports integration of refugees and migrants based on the existing platform of sports projects.**

# LASLLIAM Research plan

**Development** (2018-2020)

**Validation** (2020-2021)

**LAMI 1A**

**Piloting** (2022)

**LAMI 1B**

**Launch and dissemination** (2022)

# LASLLIAM – NEXT STEPS

Draft preparation of the English version (December 2021)

→

Translation and adaptation of the validated descriptors (2022)

→

Piloting of the descriptors in several languages (2022)

→

Consultation on the tools developed in several languages by using the descriptors (2022)
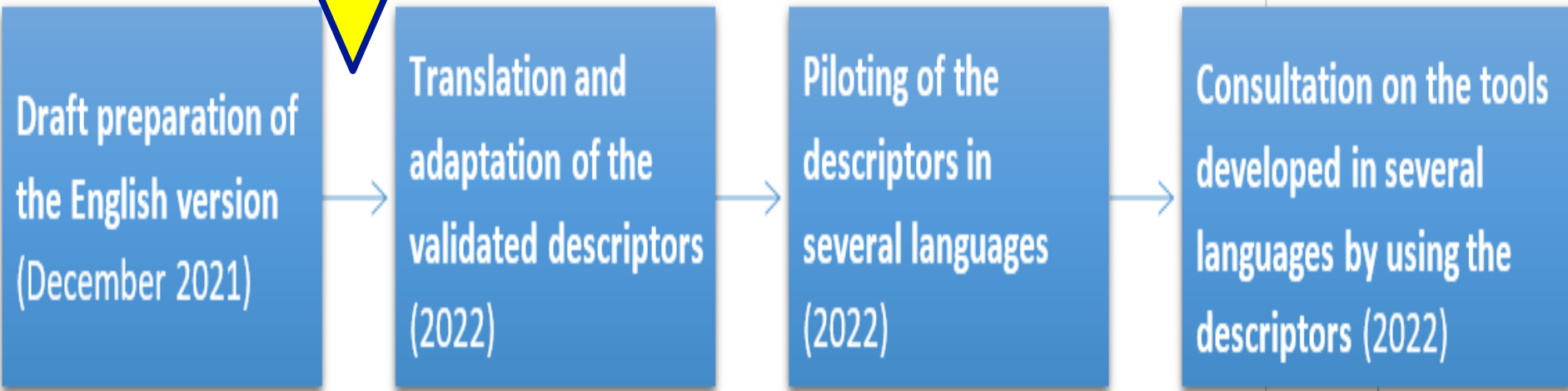
- **13 Jan 2022 - CoE Webinar, (15-17 CET)**
- **Jan 2022 - Second proof reading (EN version)**

Analysis and revision of the tools (2022)

→

Finalization and launch of LASLLIAM (2022)
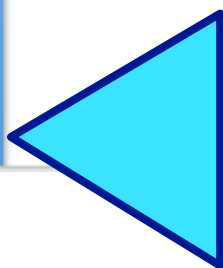
- **June 2022 - 1-day Conference in Strasbourg**

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# IMPECT update



LINGUISTIC INTEGRATION
OF ADULT MIGRANTS:
REQUIREMENTS AND
LEARNING OPPORTUNITIES

Report on the 2018
Council of Europe and ALTE
survey on language and knowledge
of society policies for migrants

*Purpose:*

To map the language and
knowledge of society
requirements in CoE member
states (2018)

# IMPECT update

## Kick- off seminar, Bergen, September 2nd-3rd

**Ricky van Oers**, Associate Professor (Radboud University)
**Marte Nordanger**, Postdoctoral research fellow (Inland Norway University of Applied Sciences)
**Live Grinden**, PhD student (Western Norway University of Applied Sciences)
**Sara Karim**, PhD student (Western Norway University of Applied Sciences)
**Terje Hellesen**, PhD student (Western Norway University of Applied Sciences)
**Prof. Cecilie Hamnes Carlsen**, Researcher (Western Norway University of Applied Sciences)
**Prof. Bart Deygers**, Researcher (Gent University)
**Prof. Lorenzo Rocca**, Researcher (Società Dante Alighieri)
**Prof. Edit Bugge**, Researcher and project leader (Western Norway University of Applied Sciences)
**Prof. Jeanne Kurvers**, Scientific Advisory Board (Tilburg University)
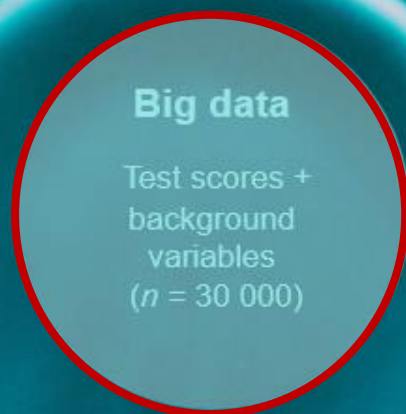**Prof. Tim McNamara**, Scientific Advisory Board (Melbourne University)

# IMPECT update

Seminar about citizenship and low-literate learners
Bergen, September 4th

## Presentation of IMPECT at Dante, Rome, 22nd October

# IMPECT update

**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

**Interviews**

-5 teachers in 5 CoE-states

- 12 LESLLA-learners in Norway

impect

LAMI contribution; check and update information about requirements in Europe > 2022

14

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# LAMI project 3A: Uneven profiles

- How common is it that ALTE members construct language tests yielding profiled scores?

- How common is it that the profiled scores are reflected in language requirements in society e.g. for
    - recidency and citizenship
    - labour
    - higher education

Hypothesis that many test developers provide uneven profile scores, but that society fail to set differentiated language requirements

# LAMI project 3A: 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: Scientific paper + ALTE LAMI report

- WHEN: Long term project
  - February 2021 – April 2023
- 1-2 p context descriptions from ALTE-members

# LAMI project 3A: Uneven profiles

- Next step:

- **ALTE LAMI report on uneven profiles**
- Aim to finalize in 2022
- Authoring group
  - Sabrina, Lorenzo, Cecilie

- Feedback group:
  - Jane
  - (other volunteers?)

- Will call for a meeting in early in 2022

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- Towards a new ALTE Minimum Standard related to preventing test misuse (<u>part of the meeting joined with QMS SIG</u>)

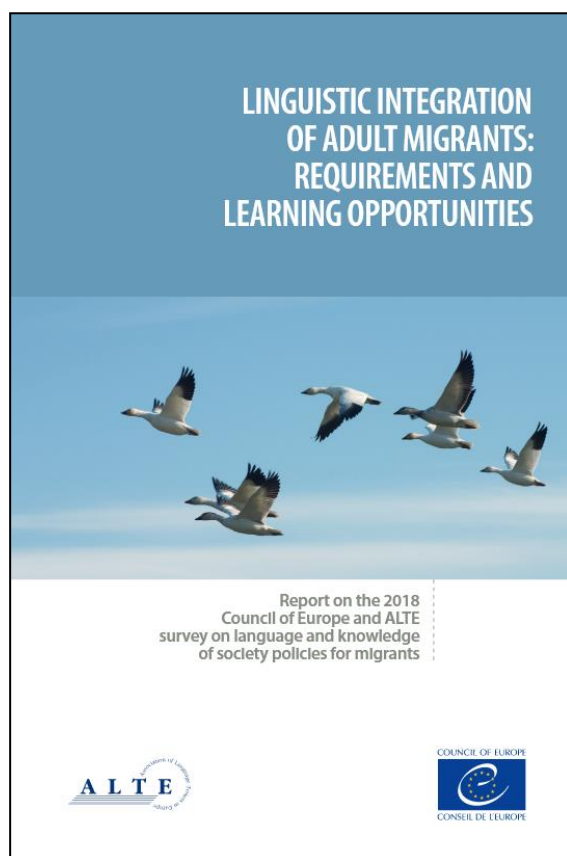- Date/place for the next LAMI meeting

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# Towards a new minimum standard

**MS18**

**RESPONSIBLE TEST USE & PREVENTING TEST MISUSE**

# Towards a new minimum standard

Agenda for the joint LAMI & QMS-meeting:

- *Why do we need a new minimum standard related to preventing test misuse?*
- *The content of the new minimum standard (MS 18)*
- *Discussion in breakout rooms*
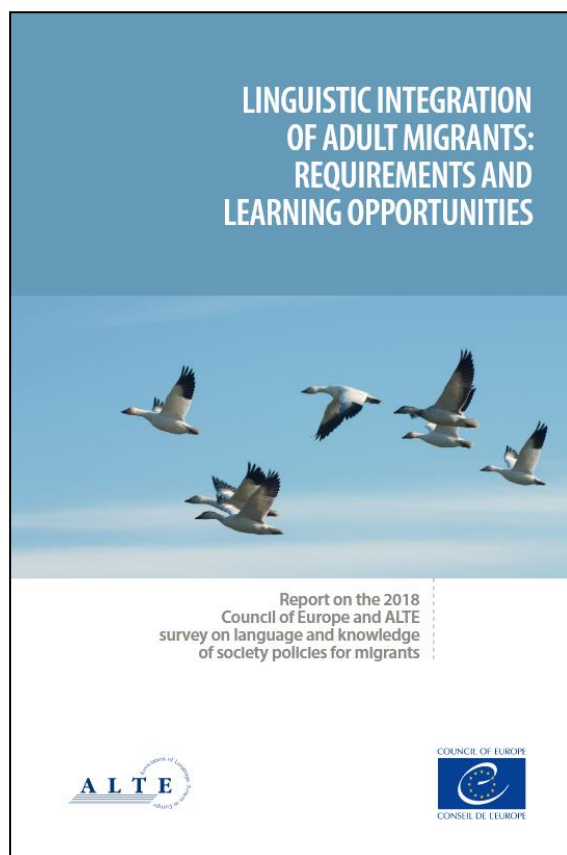- *Plenary discussion*
- *Next step - piloting*

# Towards a new minimum standard

## Why do we need a new minimum standard related to preventing test misuse?

LINGUISTIC INTEGRATION OF ADULT MIGRANTS: REQUIREMENTS AND LEARNING OPPORTUNITIES

Report on the 2018 Council of Europe and ALTE survey on language and knowledge of society policies for migrants

ALTE · COUNCIL OF EUROPE · CONSEIL DE L'EUROPE

### INCREASED USE OF REQUIREMENTS SINCE 2007

The use of language and KoS requirements as part of migration and integration policies has become gradually more common in Council of Europe member states since the first survey was conducted in 2007. The number of member states setting language and/or KoS requirements as part of their citizenship policy has doubled between 2007 and 2018. Also, the number of member states setting requirements for residency purposes or prior to entry has substantially increased since 2007. In addition, the specific language proficiency levels required for different purposes have gone up. While only one country had a B2 requirement for citizenship in 2007, the number has increased to four in 2018.

## Why do we need a new minimum standard related to preventing test misuse?

**LINGUISTIC INTEGRATION OF ADULT MIGRANTS: REQUIREMENTS AND LEARNING OPPORTUNITIES**

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### 5.5. RESPONSIBLE USE OF TESTS

When language and/or KoS tests are used to control access to citizenship, residency and entry, they may have a severe impact on the lives and prospects of those who take them. Not only should the tests used for such purposes meet the highest professional standards, but they should also be used with a sense of responsibility and consideration for the human rights of the test takers.

▶ The use of pre-entry tests in the context of family reunification is strongly discouraged. Since there can be no guarantee that all applicants for entry have had access to language or KoS courses, pre-entry requirements can be considered highly problematic from ethical and human rights perspectives.[26]

▶ If policy makers decide to introduce language and KoS requirements, the body responsible for introducing the requirements should make sure that the consequences and impact of these tests on stakeholders are carefully investigated. Research should be carried out to check whether certain learner groups are discriminated against, what the impact of the policy is on migrants and society, and what consequences (intended and unintended, negative and positive) may occur. This requires that background variables from test candidates be collected.

▶ It is recommended that policy makers in individual member states consult language experts and language assessment professionals when setting language requirements or selecting tests as part of the migration policy.

## Why do we need a new minimum standard related to preventing test misuse?

**ALTE Principles of Good Practice**

ALTE 2020

### 1. Ethical considerations
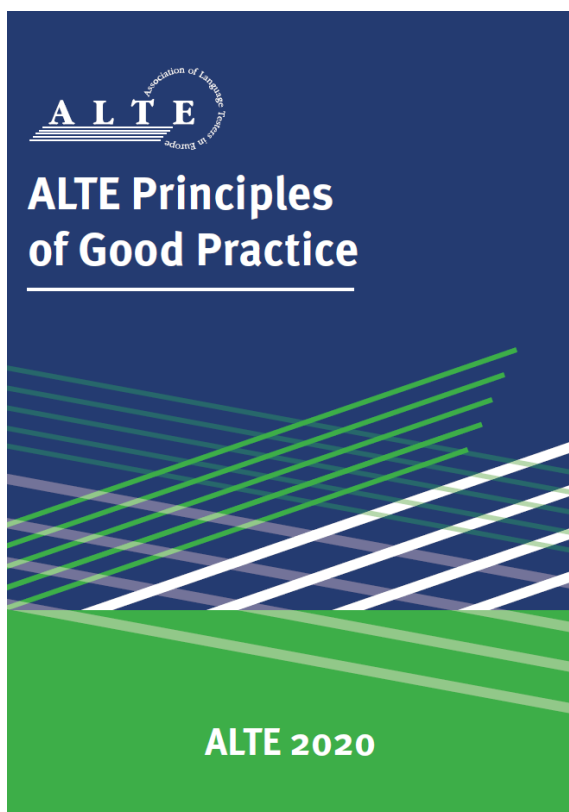
In questions regarding ethics, ALTE expects its Members to apply the ILTA Code of Ethics. In addition, ALTE would like to highlight the importance of social ethics: social responsibility and justice in all assessment and in particular in using language tests for questions of migration and by political decision-makers. Social ethics would also entail interaction and cooperation between stakeholders. ALTE would further like to highlight the importance of making such ethical choices in using digital technology that would support learning.

#### 1.1 The ILTA Code of Ethics

The ILTA Code of Ethics identifies nine fundamental principles which 'draw upon moral philosophy and serve to guide good professional conduct', each elaborated on by a number of annotations which clarify the nature of the principles[1]. As stated in the introductory notes, this Code of Ethics 'does not release language testers from the obligations and responsibilities laid on them by other Codes to which they have subscribed or from their duties under the legal codes, both national and international, to which they may be subject'. Another general remark included in the introduction highlights the responsibility of the individuals involved in language testing to apply independent judgement in their actions:

> Language testers are independent moral agents and sometimes they may have a personal moral stance which conflicts with participation in certain procedures. They are morally entitled to refuse to participate in procedures which would violate personal moral belief. Language testers accepting employment positions where they foresee they may be called on to be involved in situations at variance with their beliefs have a responsibility to acquaint their employer or prospective employer with this fact. Employers and colleagues have a responsibility to ensure that such language testers are not discriminated against in their workplace.

#### 1.2 Language Assessment for Migration and Integration

ALTE, as a long-standing partner for the Council of Europe, increased the collaboration with the Education Policy Division over the last decade, with particular regard to projects and research related to the context of migration. During the past

[1] For annotations to each of the principles see the original version of the document, available at: www.iltaonline.com

**THE ILTA PRINCIPLES**

**Principle 1** Language testers shall have respect for the humanity and dignity of each of their test takers. They shall provide them with the best possible professional consideration and shall respect all persons' needs, values and cultures in the provision of their language testing service.

**Principle 2** Language testers shall hold all information obtained in their professional capacity about their test takers in confidence and they shall use professional judgement in sharing such information.

**Principle 3** Language testers should adhere to all relevant ethical principles embodied in national and international guidelines when undertaking any trial, experiment, treatment or other research activity.

**Principle 4** Language testers shall not allow the misuse of their professional knowledge or skills, in so far as they are able.

**Principle 5** Language testers shall continue to develop their professional knowledge, sharing this knowledge with colleagues and other language professionals.

**Principle 6** Language testers shall share the responsibility of upholding the integrity of the language testing profession.

**Principle 7** Language testers in their societal roles shall strive to improve the quality of language testing, assessment and teaching services, promote the just allocation of those services and contribute to the education of society regarding language learning and language proficiency.

**Principle 8** Language testers shall be mindful of their obligations to the society within which they work, while recognising that those obligations may on occasion conflict with their responsibilities to their test takers and to other stakeholders.
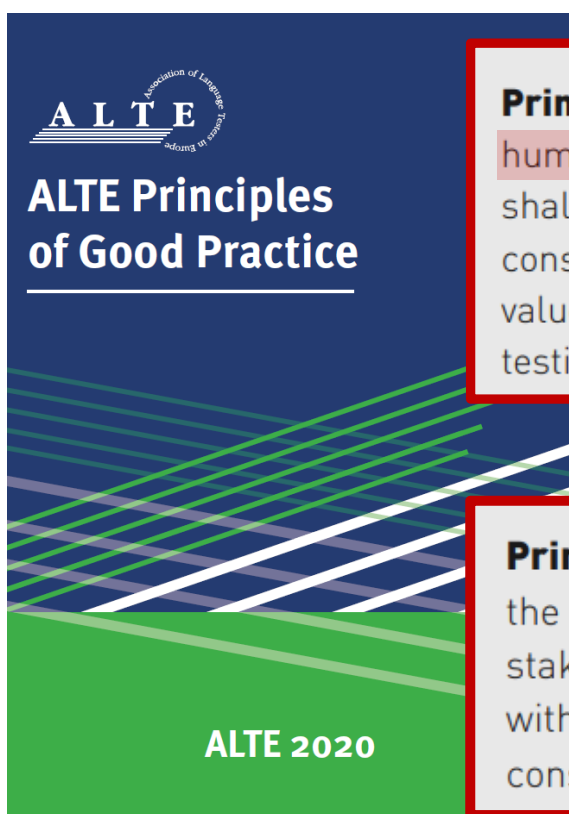
**Principle 9** Language testers shall regularly consider the potential effects, both short and long term on all stakeholders of their projects, reserving the right to withhold their professional services on the grounds of conscience.

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# Towards a new minimum standard

## Why do we need a new minimum standard related to preventing test misuse?



ALTE Principles of Good Practice

ALTE 2020

### 1. Ethical considerations

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#### Migration and Integration

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# Towards a new minimum standard

## Why do we need a new minimum standard related to preventing test misuse?

«Validity is an integrated evaluative judgement of the degree to which empirical evidence and theoretical rationales support the *adequacy* and *appropriateness* of *inferences* and *actions* based on test scores or other modes of assessment […]» (Messick, 1989:13).

«The consequential aspect of construct validity includes evidence and rationale for evaluating the intended and unintended consequences of score interpretation and use in both the short and long term […]» (Messick, 1996: 251)

# Towards a new minimum standard

## Why do we need a new minimum standard related to preventing test misuse?

➢ Questions not only of *fairness*, but of *justice*

- *Is the use of the test justifiable?*
- *Is the test being misused, ie. used for other than the intended purposes?*
- *What are the consequences of the test for different test-taker groups?*
- *How are test scores interpreted and used by different stakeholders?*
- *What actions do test developers take if test misuse is detected?*

Are these questions sufficienctly well covered in the 17 MS?

# Minimum standards for establishing quality profiles in ALTE examinations

## TEST CONSTRUCTION

1 You can describe the purpose and context of use of the examination, and the population for which the examination is appropriate.

2 The examination is based on a theoretical construct, e.g. on a model of communicative competence.

3 You provide criteria for selection and training of constructors, expert judges and consultants in test development and construction.

4 Parallel examinations are comparable across different administrations in terms of content, stability, consistency and grade boundaries.

5 If you make a claim that the examination is linked to an external reference system (e.g. Common European Framework), then you can provide evidence of alignment to this system.

## ADMINISTRATION & LOGISTICS

6 All centres are selected to administer your examination according to clear, transparent, established procedures, and have access to regulations about how to do so.

7 Examination papers are delivered in excellent condition and by secure means of transport to the authorized examination centres, your examination administration system provides for secure and traceable handling of all examination documents, and confidentiality of all system procedures can be guaranteed.

8 The examination administration system has appropriate support systems (e.g. phone hotline, web services etc).

9 You adequately protect the security and confidentiality of results and certificates, and data relating to them, in line with current data protection legislation, and candidates are informed of their rights to access this data.

10 The examination system provides support for candidates with special needs.

## MARKING & GRADING
11 Marking is sufficiently accurate and reliable for purpose and type of examination.
12 You can document and explain how reliability is estimated for rating, and how data regarding achievement of raters of writing and speaking performances is collected and analysed.

## TEST ANALYSIS
13 You collect and analyse data on an adequate and representative sample of candidates and can be confident that their achievement is a result of the skills measured in the examination and not influenced by factors like L1, country of origin, gender, age and ethnic origin.
14 Item-level and task-level data (e.g. for computing the difficulty, discrimination, reliability and standard errors of measurement of the examination) is collected from an adequate sample of candidates and analysed.

## COMMUNICATION WITH STAKEHOLDERS
15 The examination administration system communicates the results of the examinations to candidates and to examination centres (e.g. schools) promptly and clearly.
16 You provide information to stakeholders on the appropriate context, purpose and use of the examination, on its content, and on the overall reliability of the results of the examination.
17 You provide suitable information to stakeholders to help them interpret results and use them appropriately.

©ALTE CODE OF PRACTICE WORKING GROUP

# Towards a new minimum standard

- LAMI initiative
- Assignment on behalf of the Standing Committee
- Collaborative effort
  - Chairs of LAMI (Lorenzo & Cecilie)
  - Chairs of QMS (Cathy & Vincent/Tony)
  - Chairs of Social Justice Sig (Bart & Cecilie)

- To be presented for sig members nov 11 2021
  - Feedback from sig-members
  - Presented for SC-members and Board of trustees 22

# Drafting MS 18

- It needs to be realistic and not too political

- It also needs to provide a good balancing: concrete and pragmatic (not too idealist), but also referred to universal human rights (ILTA Code of Ethic Principle 1 *Language testers shall have respect for the humanity and dignity of each of their test takers* and 9 *Language testers shall regularly consider the potential effect, both short and long term on all stakeholders of their projects […]*)

- It should be very clear for the auditees/auditors that ALTE is aware that the interpretation and use of tests/test scores is most often outside the hands of the test developers, and that there is a limit to how much they can do

- The purpose of MS18 is to ask them to focus on and to show that they do all they can do to prevent test misuse/harmful consequences of their tests

# RESPONSIBLE TEST USE & PREVENTING TEST MISUSE

**MS 18. You take action when test scores are interpreted and used for a purpose that violates the best interest of test-takers (c.f. the ILTA code of ethics).**

a) You make it clear to stakeholders what would be an appropriate use of the test, and that the test has not been validated for purposes other than those specified by you.

b) You have a system is in place to collect information about the way the test is used, and the consequences of test score use. Possible ways to do this would be supplying post-test questionnaires to test-takers (e.g. their reason for taking the test), teachers and other stakeholders.

c) If test score misuse is detected, i.e. uses that are problematic from a social justice and/or human rights perspective, you take adequate and proportionate action (e.g. you initiate a dialogue with the test score user to rectify the situation).

# Questions for discussion

- Do you support the introduction of this new MS?

- What elements of MS 18 will your organisation find relatively easy to meet?

- What elements of MS 18 will your organisation find challenging to meet? What are the impediments?

- What support materials would help you complete your VA for MS18?

*Please send notes from the discussion to chca @hvl.no*

# Towards a new minimum standard

- Next step - piloting

- *Spring 2022 : institutions fully audited volunteer to pilot the new MS 18. Auditors volunteer to audit the examinations.*

- *Summer 2022 : analyses of the pilot (auditee and auditor feedbacks), amendments to the wording / questions / template (if needed) and finalization of MS 18.*

- *Autumn 2022 : training of the auditors and information / training of the ALTE members (auditees)*

- *Presentation of MS18 at the ALTE AGM (Nov. 22)*

- *Spring 2023 : first use of the MS 18 in audits and re-audits*