

CZECH
 B2

Essay: A friend in need is a friend indeed

Description of Test Task*

The task described here was provided by the test institution ÚJOP (The Institute for Language and Preparatory Studies, Charles University in Prague, Czech Republic). ÚJOP 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 and ÚJOP 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 | Czech |
| Target level (CEFR) of this test | B2 |
| Task number/name | Writing |

General Information - the whole original test

| | | |
|---|-----------------|--|
| 1 | Total test time | Reading Comprehension 40 minutes, Listening Comprehension 30–35 minutes, Grammar/lexical test 30 minutes, Writing 80 minutes, Speaking 20–24 minutes |
| 2 | Purpose | General proficiency |

3 Examination background

High stakes test developed by ÚJOP

4 Candidature

Adult language learners

5 Structure of the test

Listening, Reading, Writing, Speaking

*The task analysis is based on the “[CEFR Grid for Writing Tasks v. 3.1](#) (presentation)”. The original template for this grid was developed by ALTE members: www.alte.org. For explanations of the numbered items in the grid please refer to “Notes on the task descriptions”.

General Information - the writing component

| | | |
|----|--------------------------------------|---------------------|
| 6 | Number of tasks in the writing paper | 2 |
| 7 | Total component time | 80 minutes |
| 8 | Integration of skills | Reading and writing |
| 9 | Channel | Handwritten |
| 10 | CEFR level of this component | B2 |

11 The writing component format

Open writing task

12 Specific Information - example task

Candidates are asked to write a reflection essay based on one of two topics (sayings). Four additional points help candidates structure their texts.

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

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16 Sample task:

Úloha 2 – Přísloví

Vyberte si jedno ze 2 témat A nebo B a napište na něj vyprávění nebo úvahu (zamyšlení) v rozsahu minimálně 150 slov.

Text musí mít:

- úvod,
- vyjádření vlastního názoru,
- vysvětlení,
- závěr.

Témata:

A. V nouzi poznáš přítele.

B. Bez práce nejsou koláče

| i) Task input/prompt | | |
|----------------------|---|--|
| 17 | Language of input/prompt | Czech |
| 18 | CEFR level of input/prompt | B2 |
| 19 | Time permitted or suggested for this task | 80 minutes |
| 20 | Control/guidance | Semi-controlled |
| 21 | Content | Specified |
| 22 | Genre | Essay |
| 23 | Rhetorical function(s) of input | Describing, giving opinions, arguing, persuading, exemplifying |
| 24 | Imagined audience | General public |
| 25 | Mode of input/prompt | Written |
| 26 | Topic or theme of input | Personal identification, daily life |
| 27 | Integration of skills for input | Reading |

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| ii) Response (description of written response elicited by the prompt(s)/input) | | |
|--|---------------------------------|---|
| 28 | Number of words expected | At least 150 |
| 29 | Rhetorical function(s) expected | Explaining a saying, expressing own opinion. |
| 30 | Text purpose | Referential, conative |
| 31 | Register | Unmarked to formal |
| 32 | Domain | Personal/public |
| 33 | Grammatical competence expected | B2 |
| 34 | Lexical competence expected | B2 |
| 35 | Discoursal competence expected | B2 |
| 36 | Authenticity: situational | Medium |
| 37 | Authenticity: interactional | Medium |
| 38 | Cognitive processing | Reproduction of known ideas |
| 39 | Content knowledge required | Personal/everyday life knowledge areas, general/non-specialised 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 of the MERLIN sample was rated by a trained rater; 10% of the tests were double-rated. The double-ratings serve as a link to calculate a fair average, i.e. to adjust test results to rater severity/lenience.. |