

Welcome

This survey is part of a project that aims to investigate how foreign language writing competence is assessed at low CEFR levels (A1 and A2) or comparably low levels. We would be grateful if you could take the time to complete this questionnaire. This should take around 15-20 minutes. For additional information on the project and our contact data, please open the [information sheet](#) in a separate tab.

Participation in this survey is anonymous. This survey will not ask you to name either the test or the work context your answers are based on.

By submitting the survey results you consent to your answers being used in our research.

Thank you in advance for your participation in this study.

Eva Konrad, Veronika Schwarz, Carol Spöttl and Franz Holzknecht

1. Do you assess writing at low levels (CEFR A1 and/or A2 or comparable) in your workplace?

- Yes
 No

2. Why is writing at low levels (CEFR A1 and/or A2 or comparable) is not assessed in your workplace?

Please specify:

3. In your opinion, what are the particular challenges when you assess A level/low level writing?

4. What do you do to address these challenges?

5. Are you presently using the CEFR as a basis for assessing writing in your workplace?

- Yes
 No

6. How useful do you feel the CEFR is for assessing A level/low level writing?

- Very Rather Neutral Rather not Not at all
-

7. How is the CEFR is useful for assessing A level/low level writing?

Please specify:

8. Why is the CEFR is not useful for assessing A level/low level writing?

Please specify:

9. Are you required to link your assessment of writing at lower levels to the CEFR?

- Yes, by educational law
- Yes, by internal policy documents
- Yes, by generally accepted practice
- No

10. Which aspects of assessing writing are linked to the CEFR in your workplace? (multiple answers possible)

- Test specifications (*)
- Task development: choice of topic
- Task development: choice of text type
- Rating scale
- None
- Other (please specify)

(*)“A test’s specifications provide the official statement about what the test tests and how it tests what it intends to test. The specifications are the blueprint to be followed by test and item writers (...).”
(Alderson, Clapham and Wall, 1995)

11. Which level do your writing tasks target?

- A1 level (or comparable)
 - A2 level (or comparable)
 - Multilevel
 - No specific level
-

12. Do any of the following aspects of assessing A level/low level writing pose particular difficulties in your workplace? (multiple answers possible)

- Designing authentic tasks
- Developing an appropriate variety of task types
- Reliably differentiating between levels
- Amount of text produced for assessment
- None
- Other (please specify)

13. Are the writing tasks you use for assessing A level/low level writing designed (multiple answers possible)

	Yes	No
by individuals	<input type="radio"/>	<input type="radio"/>
in teams	<input type="radio"/>	<input type="radio"/>
by trained personnel	<input type="radio"/>	<input type="radio"/>
by untrained personnel	<input type="radio"/>	<input type="radio"/>
internally	<input type="radio"/>	<input type="radio"/>
externally	<input type="radio"/>	<input type="radio"/>
other (please specify)	<input type="radio"/>	<input type="radio"/>

14. Which of the following writing tasks do you **consider authentic** for learners at which levels:

	CEFR A1 level (or comparable)	CEFR A2 level (or comparable)	both	neither
Writing short notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a postcard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filling in a form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a simple letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a simple email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Are there any other task types you consider authentic? (Please indicate task type and CEFR level)

16. Which of the following writing tasks **are used at your workplace** to assess CEFR A levels/comparable low levels?

	A1 (or comparable)	A2 (or comparable)	both A1 and A2 (or comparable)	not used
Writing short notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a postcard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filling in a form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a simple letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a simple email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Are any other task types used at your workplace to assess writing at low levels? (Please indicate task type and the level for which it is used.)

18. What is the target response length (in number of words) **at A1 level (or comparable)** for the following task types at your workplace?

	1-5	6-10	11-20	21-30	31-50	51-80	more than 81	not specified	not applicable
Text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Note	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Form filling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postcard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. If you are using other task types at **A1 level (or comparable)**, please indicate task type and target response length in the text field below

20. What is the target response length (in number of words) **at A2 level (or comparable)** for the following task types at your workplace?

	1-5	6-10	11-20	21-30	31-50	51-80	more than 81	not specified	not applicable
Text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Note	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Form filling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postcard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. If you are using other task types at **A2 level (or comparable)**, please indicate task type and target response length in the text field below

22. How many tasks does your writing test target at A level (or comparable)?

- 1
- 2
- 3
- 4
- other (please specify)

23. How much time is allocated to the overall writing test?

- 15-30 minutes
- 31-50 minutes
- More than 51 minutes
- Other (please specify)

24. How is your writing test administered?

- Pen and paper
- Computer
- Both

25. Do you use a rating scale for your assessment of low-level writing?

- Yes, a holistic scale
- Yes, an analytic scale
- No

26. Have you experienced any problems in rating A level/low level performances?

- Yes
- No

27. What problems you have experienced with rating A level/low level performances?

- please specify:

28. Are you familiar with the extended CEFR descriptors that were published in autumn 2017?

- Yes
- No

29. Do you think that the extended CEFR descriptors will make a difference to assessing writing at A levels?

- 1 Definitely
 - 2
 - 3
 - 4
 - 5 Definitely not
 - I don't know
-

30. Please specify how, in your opinion, the extended CEFR descriptors will make a difference to assessing writing at A level/low level writing:

please specify:

31. Please specify why you think the extended CEFR descriptors will not make a difference for assessing A level/low level writing:

please specify:

32. In your workplace, are there plans to adapt current practices of assessing writing at A level/low level because of the extended descriptors?

- Yes
- No
- I don't know

33. What adaptations are being considered? (multiple answers possible)

- Development of new tasks types
- Revision of the existing rating scale
- Revision of the entire test
- Not yet decided
- Other (please specify):

34. Please indicate which age group you belong to:

- 20-30
- 31-40
- 41-50
- over 51

35. Have you received any training in the theory and practice of language testing/ assessment?

- None
 - Short duration (up to a few days)
 - Medium duration (up to a few weeks)
 - Long duration (a semester or longer)
 - University degree
-

36. At which institution(s) do you teach? (multiple answers possible)

- Primary school
- Secondary school
- Technical college
- Teacher training college
- University
- Adult education institutions
- I don't teach
- Other (please specify)

37. How many years of testing experience do you have?

- None
- 0-5
- 6-10
- 11-20
- 21-30
- over 30

38. In which country do you currently work?

- | | | |
|--|---|---|
| <input type="radio"/> Afghanistan | <input type="radio"/> Albania | <input type="radio"/> Algeria |
| <input type="radio"/> American Samoa | <input type="radio"/> Andorra | <input type="radio"/> Angola |
| <input type="radio"/> Anguilla | <input type="radio"/> Antarctica | <input type="radio"/> Antigua and Barb |
| <input type="radio"/> Argentina | <input type="radio"/> Armenia | <input type="radio"/> Aruba |
| <input type="radio"/> Australia | <input type="radio"/> Austria | <input type="radio"/> Azerbaijan |
| <input type="radio"/> Bahamas | <input type="radio"/> Bahrain | <input type="radio"/> Bangladesh |
| <input type="radio"/> Barbados | <input type="radio"/> Belarus | <input type="radio"/> Belgium |
| <input type="radio"/> Belize | <input type="radio"/> Benin | <input type="radio"/> Bermuda |
| <input type="radio"/> Bhutan | <input type="radio"/> Bolivia | <input type="radio"/> Bosnia and Herze |
| <input type="radio"/> Botswana | <input type="radio"/> Brazil | <input type="radio"/> Brunei Darussala |
| <input type="radio"/> Bulgaria | <input type="radio"/> Burkina Faso | <input type="radio"/> Burundi |
| <input type="radio"/> Cambodia | <input type="radio"/> Cameroon | <input type="radio"/> Canada |
| <input type="radio"/> Cape Verde | <input type="radio"/> Cayman Islands | <input type="radio"/> Central African R |
| <input type="radio"/> Chad | <input type="radio"/> Chile | <input type="radio"/> China |
| <input type="radio"/> Christmas Island | <input type="radio"/> Cocos (Keeling) Islands | <input type="radio"/> Colombia |
| <input type="radio"/> Comoros | <input type="radio"/> Democratic Republic of the Congo (Kinshasa) | <input type="radio"/> Congo, Republic |
| <input type="radio"/> Cook Islands | <input type="radio"/> Costa Rica | <input type="radio"/> Ivory Coast |
| <input type="radio"/> Croatia | <input type="radio"/> Cuba | <input type="radio"/> Cyprus |
| <input type="radio"/> Czech Republic | <input type="radio"/> Denmark | <input type="radio"/> Djibouti |
| <input type="radio"/> Dominica | <input type="radio"/> Dominican Republic | <input type="radio"/> East Timor (Timo |
| <input type="radio"/> Ecuador | <input type="radio"/> Egypt | <input type="radio"/> El Salvador |
| <input type="radio"/> Equatorial Guinea | <input type="radio"/> Eritrea | <input type="radio"/> Estonia |
| <input type="radio"/> Ethiopia | <input type="radio"/> Falkland Islands | <input type="radio"/> Faroe Islands |
| <input type="radio"/> Fiji | <input type="radio"/> Finland | <input type="radio"/> France |
| <input type="radio"/> French Guiana | <input type="radio"/> French Polynesia | <input type="radio"/> French Southern |
| <input type="radio"/> Gabon | <input type="radio"/> Gambia | <input type="radio"/> Georgia |
| <input type="radio"/> Germany | <input type="radio"/> Ghana | <input type="radio"/> Gibraltar |
| <input type="radio"/> Great Britain | <input type="radio"/> Greece | <input type="radio"/> Greenland |
| <input type="radio"/> Grenada | <input type="radio"/> Guadeloupe | <input type="radio"/> Guam |
| <input type="radio"/> Guatemala | <input type="radio"/> Guinea | <input type="radio"/> Guinea-Bissau |
| <input type="radio"/> Guyana | <input type="radio"/> Haiti | <input type="radio"/> Holy See |
| <input type="radio"/> Honduras | <input type="radio"/> Hong Kong | <input type="radio"/> Hungary |
| <input type="radio"/> Iceland | <input type="radio"/> India | <input type="radio"/> Indonesia |
| <input type="radio"/> Iran (Islamic Republic of) | <input type="radio"/> Iraq | <input type="radio"/> Ireland |
| <input type="radio"/> Israel | <input type="radio"/> Italy | <input type="radio"/> Jamaica |
| <input type="radio"/> Japan | <input type="radio"/> Jordan | <input type="radio"/> Kazakhstan |
| <input type="radio"/> Kenya | <input type="radio"/> Kiribati | <input type="radio"/> Korea, Democrati |
| <input type="radio"/> Korea, Republic of (South Korea) | <input type="radio"/> Kosovo | <input type="radio"/> Kuwait |
| <input type="radio"/> Kyrgyzstan | <input type="radio"/> Lao. People's Democratic Republic | <input type="radio"/> Latvia |

- Lebanon
- Libya
- Luxembourg
- Madagascar
- Maldives
- Marshall Islands
- Mauritius
- Micronesia, Federal States of
- Mongolia
- Morocco
- Namibia
- Netherlands
- New Zealand
- Nigeria
- Norway
- Palau
- Papua New Guinea
- Philippines
- Portugal
- Reunion Island
- Rwanda
- Saint Vincent and the Grenadines
- Sao Tome and Principe
- Serbia
- Singapore
- Solomon Islands
- South Sudan
- Sudan
- Sweden
- Taiwan
- Thailand
- Tokelau
- Tunisia
- Turks and Caicos Islands
- Ukraine
- United States
- Vanuatu
- Vietnam
- Wallis and Futuna Islands
- Zambia
- Lesotho
- Liechtenstein
- Macau
- Malawi
- Mali
- Martinique
- Mayotte
- Moldova, Republic of
- Montenegro
- Mozambique
- Nauru
- Netherlands Antilles
- Nicaragua
- Niue
- Oman
- Palestinian territories
- Paraguay
- Pitcairn Island
- Puerto Rico
- Romania
- Saint Kitts and Nevis
- Samoa
- Saudi Arabia
- Seychelles
- Slovakia (Slovak Republic)
- Somalia
- Spain
- Suriname
- Switzerland
- Tajikistan
- Tibet
- Tonga
- Turkey
- Tuvalu
- United Arab Emirates
- Uruguay
- Vatican City State
- Virgin Islands (British)
- Western Sahara
- Zimbabwe
- Liberia
- Lithuania
- Macedonia, Rep.
- Malaysia
- Malta
- Mauritania
- Mexico
- Monaco
- Montserrat
- Myanmar, Burma
- Nepal
- New Caledonia
- Niger
- Northern Marian
- Pakistan
- Panama
- Peru
- Poland
- Qatar
- Russian Federati
- Saint Lucia
- San Marino
- Senegal
- Sierra Leone
- Slovenia
- South Africa
- Sri Lanka
- Swaziland
- Syria, Syrian Aral
- Tanzania
- Togo
- Trinidad and Tob
- Turkmenistan
- Uganda
- United Kingdom
- Uzbekistan
- Venezuela
- Virgin Islands (U.
- Yemen

39. What language do you assess?

(If you assess more than one language, please use the additional drop-down menus provided below)

- Bulgarian
- Danish
- Estonian
- German
- Irish
- Lithuanian
- Portuguese
- Slovenian
- Russian
- Bosnian
- Japanese
- Hindustani (Hindi/Urdu)
- Croatian
- Dutch
- Finnish
- Greek
- Italian
- Maltese
- Romanian
- Spanish
- Arabic
- Serbian
- Farsi
- Catalan
- Czech
- English
- French
- Hungarian
- Latvian
- Polish
- Slovak
- Swedish
- Turkish
- Chinese (Mandarin)
- Chinese (Kantonese)
- Basque

40. If you assess more than one language: What other language do you assess?

- | | | |
|---|--------------------------------|---|
| <input type="radio"/> Bulgarian | <input type="radio"/> Croatian | <input type="radio"/> Czech |
| <input type="radio"/> Danish | <input type="radio"/> Dutch | <input type="radio"/> English |
| <input type="radio"/> Estonian | <input type="radio"/> Finnish | <input type="radio"/> French |
| <input type="radio"/> German | <input type="radio"/> Greek | <input type="radio"/> Hungarian |
| <input type="radio"/> Irish | <input type="radio"/> Italian | <input type="radio"/> Latvian |
| <input type="radio"/> Lithuanian | <input type="radio"/> Maltese | <input type="radio"/> Polish |
| <input type="radio"/> Portuguese | <input type="radio"/> Romanian | <input type="radio"/> Slovak |
| <input type="radio"/> Slovenian | <input type="radio"/> Spanish | <input type="radio"/> Swedish |
| <input type="radio"/> Russian | <input type="radio"/> Arabic | <input type="radio"/> Turkish |
| <input type="radio"/> Bosnian | <input type="radio"/> Serbian | <input type="radio"/> Chinese (Mandarin) |
| <input type="radio"/> Japanese | <input type="radio"/> Farsi | <input type="radio"/> Chinese (Kantonese) |
| <input type="radio"/> Hindustani (Hindi/Urdu) | <input type="radio"/> Catalan | <input type="radio"/> Basque |

41. If you assess more than one language: What other language do you assess?

- | | | |
|---|--------------------------------|---|
| <input type="radio"/> Bulgarian | <input type="radio"/> Croatian | <input type="radio"/> Czech |
| <input type="radio"/> Danish | <input type="radio"/> Dutch | <input type="radio"/> English |
| <input type="radio"/> Estonian | <input type="radio"/> Finnish | <input type="radio"/> French |
| <input type="radio"/> German | <input type="radio"/> Greek | <input type="radio"/> Hungarian |
| <input type="radio"/> Irish | <input type="radio"/> Italian | <input type="radio"/> Latvian |
| <input type="radio"/> Lithuanian | <input type="radio"/> Maltese | <input type="radio"/> Polish |
| <input type="radio"/> Portuguese | <input type="radio"/> Romanian | <input type="radio"/> Slovak |
| <input type="radio"/> Slovenian | <input type="radio"/> Spanish | <input type="radio"/> Swedish |
| <input type="radio"/> Russian | <input type="radio"/> Arabic | <input type="radio"/> Turkish |
| <input type="radio"/> Bosnian | <input type="radio"/> Serbian | <input type="radio"/> Chinese (Mandarin) |
| <input type="radio"/> Japanese | <input type="radio"/> Farsi | <input type="radio"/> Chinese (Kantonese) |
| <input type="radio"/> Hindustani (Hindi/Urdu) | <input type="radio"/> Catalan | <input type="radio"/> Basque |
-
-