

**EXAMPLE 1 (Proficiency level B1)**

<b>Test aims</b>	Assessing written cross-linguistic mediation (task based on production)
<b>Test format</b>	1 speaking activity (oral mediation task). Learners orally exchange information on a topic in Language B. They are asked to use information found in Language A texts.
<b>Time</b>	1 hour
<b>LEARNERS</b>	
<b>Educational level</b>	Secondary education
<b>Proficiency level</b>	B1
<b>Languages</b>	German (Language A) and Spanish (Language B, language tested)
<b>Mediation specific CEFR scales and descriptors</b>	<p>RELAYING SPECIFIC INFORMATION IN SPEECH</p> <ul style="list-style-type: none"> <li>Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).</li> </ul>
<b>TASKS</b>	
<b>Texts</b>	Authentic texts extracted from the Internet
<b>Source texts</b>	German (Language A) texts with touristic information
<b>Target texts</b>	Students transfer information from the two texts into Spanish (Language B).
<b>Marking scheme and evaluation criteria</b>	<p>Marking focusing on the degree to which learner's oral production:</p> <p>a) is relevant in terms of content</p> <p>b) includes the appropriate information from the source text <i>(the learner has selected only the source information that serves his/her purpose thus distinguishing between major and minor information)</i></p> <p>c) is grammatically and syntactically accurate</p> <p>d) is fluent</p>
<b>Score</b>	<p>Grades: A, B or C</p> <p><i>(the teacher should provide a description of what each score entails taking into account the above criteria)</i></p>

**EXAMPLE 2 (Proficiency level C2)**

<b>Test approach</b>	Assessing language as it is used in its social context valuing communication
<b>Test focus</b>	Assessing written cross-linguistic mediation (task based on production)
<b>Test format</b>	1 writing activity based on two source texts
<b>Time</b>	1 hour
<b>LEARNERS</b>	
<b>Educational level</b>	Secondary education
<b>Proficiency level</b>	C2
<b>Languages</b>	French (Language A) and German (Language B, language tested)
<b>Mediation specific CEFR scales and descriptors</b>	<p><b>PROCESSING INFORMATION IN WRITING</b></p> <ul style="list-style-type: none"> <li>- Can explain in writing (in Language B) the way that facts and arguments are presented in a text (in Language A), particularly when someone's position is being reported, drawing attention to the use of understatement, veiled criticism, irony and sarcasm.</li> <li>- Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result</li> </ul> <p><b>EXPLAINING DATA</b></p> <p>Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research on academic or professional topics.</p>
<b>TASKS</b>	
<b>Texts</b>	Authentic texts extracted from newspapers
<b>Source texts</b>	<p><b>Two newspaper articles with research data</b></p> <p>Learners have to read a French and a German article written in newspapers. The two articles present research findings with figures about the educational system in France and Germany and how effective it is in the two countries. Article no 1 is written in French while Article no 2 is written in German.</p>
<b>Target texts</b>	Students have to read both texts and summarise, combine and paraphrase information found therein in order to produce a text to be included in a German <b>poster</b> which will inform about the differences between the two educational systems.
<b>Marking scheme and evaluation criteria</b>	<p>Holistic marking focusing on the degree to which the learner has produced a(n) text that:</p> <ul style="list-style-type: none"> <li>a) is relevant in terms of content <i>(refers to the two educational systems)</i></li> <li>b) includes the appropriate information from the source text <i>(the learner has selected only the source information that serves his/her purpose thus distinguishing between major and minor information)</i></li> <li>b) is appropriate in terms of genre and style <i>(the learner has produced a poster and used semi-formal language and generally language appropriate for a poster which informs)</i></li> <li>c) is grammatically and syntactically accurate</li> <li>d) is structured and organised in an appropriate way <i>(the learner should know how to organise information in a poster)</i></li> </ul>
<b>Score</b>	<p>Grades: A B or C</p> <p><i>(the teacher should provide a description of what each score entails taking into account the above criteria)</i></p>