

The logo for NEPS (National Educational Panel Study) features the acronym 'NEPS' in a bold, blue, sans-serif font. To the left of the text is a vertical orange bar with a white bracket-like shape at the top and bottom, framing the text.

National Educational Panel Study

Information on Competence Testing

NEPS Starting Cohort 3 — Grade 5

*Paths Through Lower Secondary School —
Educational Pathways of Students in Grade 5
and Higher*

Wave 7: Grade 10

Research Data

The logo for LifBi (Leibniz Institute for Educational Trajectories) consists of the letters 'LifBi' in a bold, black, sans-serif font. A vertical blue bar is positioned to the left of the 'i', and a vertical pink bar is positioned to the left of the 'B'. The bars are of equal height and are separated by a small gap.

LEIBNIZ INSTITUTE FOR
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| Information on testing | | | | |
|--|---|-------------------------|--------------|-------------------------------|
| Sample | Study A99, Starting Cohort 3, Grade 10, Survey wave 7, Year 2016 | | | |
| Test situation | Group testing, normally taking place in the classroom, 1 test instructor, normally 1 supervisory teaching staff | | | |
| Test sequence | The test was held on one test day. The students were given a test on English reading competence and had to judge their own performance (= procedural metacognition). The test on English reading competence was presented in three versions (random assignment of test booklet versions to participants). Test sequence: English + procedural metacognition Student questionnaire | | | |
| Test duration (net processing time) | 71 min (including student questionnaire 40 min) | | | |
| Breaks | 5 min | | | |
| Administration time | approx. 93 min | | | |
| Information on the individual tests | | | | |
| Construct | Number of Items | Allowed Processing Time | Survey Mode | Next Measurement (until 2018) |
| English reading competence | 28, 31 or 32 items | 30 min | paper-pencil | 2017 |
| Domain-specific procedural metacognition | | | | |
| Regarding the English domain | 1 | 1 min | paper-pencil | 2017 |

Preliminary note

The development of the individual tests is based on framework concepts. They constitute overarching concepts on the basis of which education-relevant competences are to be shown consistently and coherently over the entire personal history. Therefore, the following framework concepts that served as a basis for the development of the test tools to measure the above-mentioned constructs are identical in the different studies.

Competence in English reading

The reading competence tasks for English developed by the Institute of Quality Development in Education (Institut für Qualitätsentwicklung im Bildungswesen (IQB)) take into account the different aspects of written texts listed in the National Educational Standards (Nationale Bildungsstandards (KMK, 2003, 2004)) and the Common European Framework of References (Gemeinsamen Europäischen Referenzrahmen (GER; Europarat, 2001)). The task texts are characterized by a high degree of authenticity in relation to English-speaking cultures, i.e. in the sense of representative expository and narrative texts from English-speaking societies.

Based on the National Educational Standards and the GER, the IQB developed test specifications that served as a basis for item development by trained experts. In order to ensure most effective recording of reading competence, maximum attention was paid to perfect fit in terms of text, item and answer format in the further development of tasks.

The tasks used in this study can be allocated to the levels B1 through C1 of the GER that are described as follows (Europarat, 2001, p. 227):

B1: [...] At this level, it is possible to understand texts containing every day or job-related language.

[...]

B2: [...] At this level, it is possible to understand articles and reports on current topics if the author gives his opinion on a problem or expresses a certain perspective. [...]

C1: [...] At this level, it is possible to understand complex technical and literary texts as well as recognize differences in style. One can understand technical language in articles and technical instructions, even if they are outside one's own subject.

A detailed description of the English competence test developed by the IQB, including the reading competence test, is contained in Rupp, Vock, Harsch, and Köller (2008).

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Metacognition

Metacognition is the knowledge and control of the own cognitive system. According to Flavell (1979) und Brown (1987), declarative and procedural aspects of metacognition are differentiated which are both covered in the National Education Panel.

Procedural metacognition

Procedural metacognition includes the regulation of the learning process through activities of planning, monitoring and controlling. Within the framework of NEPS in combination with the competence tests of the individual domains, the procedural aspect of metacognition is not assessed as a direct measure of such planning, monitoring and controlling activities but as a metacognitive judgement that refers to the control of the learning performance during (and/or shortly after) the learning phase (also see Nelson & Narens, 1990). After the study participants have taken their competence tests, they are requested to rate their own performance. They are asked to state the portion of questions presumably answered correctly.

Usually, one question is asked per domain. For competence domains that can be divided into coherent individual parts (e.g. reading competence referring to different texts), the inquiry of procedural metacognition is referred to these parts as well, which, of course, leads to a longer processing time.

Bibliography

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