Cambridge-Malaysia 5-year Programme
The CEFR Aligned curriculum
Jane Lloyd

Services

1. Roadmap evaluation: blueprint for education reform

2. **CEFR-Malaysia development and adoption**

3. **Curriculum evaluation, revision and rollout**

4. Learning materials

5. Assessment evaluation, development & capacity building

6. Teacher development programme evaluation

7. Evaluation Study 2017

Validating the Malaysian Curriculum

The CEFR Manual

Familiarisation

Specification

Standardisation

Standard setting

Validation

Methodology used to validate the new 2018 Companion volume descriptors

identify and refine the most successful *content and learning standards*

determine whether distinctions between *content standards* are feasible

calibrate the best *content and learning standards*

Some Learning Standards

Listen to and repeat greetings

Can recognise simple greetings. Can greet people, say his/her name and take leave of them. (*Pre-A1, Conversation*)

Recognise letters of the alphabet by their (i) shape (ii) name

Some Content Standards

Understand meaning in a variety of familiar contexts

Use appropriate listening strategies in a variety of contexts

Recognise and reproduce target language sounds

Communicate simple information about themselves clearly

Communicate simple information clearly

Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies

Validating the Malaysian Curriculum

Map learning standards to the CEFR

Rank order learning standards

Match *content* and *learning standards*

Evaluate and edit Content and Learning standards
- Training
- Collation and editing
- Validation

identify and refine the most successful *content and learning standards*

determine whether distinctions between *content standards* are feasible

calibrate the best *content and learning standards*

Map learning

Map learning standards to the CEFR

Some Reflections

Joys and limitations of the new Companion volume

Mapping a text item vs mapping a descriptor

Curriculum development vs test development

Selection of judges and panellists

Rank ordering vs comparative judgement

Curriculum impact and test impact

Workload and time

Proficiency testing vs achievement testing

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