**Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR): A Manual**

**FORMS FOR DESCRIBING AN EXAMINATION**

*Communicative Language Activities (Forms A9-A14)*

Form A9: Listening Comprehension

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|  | **Short description and/or reference** |
| 1. In what contexts (domains, situations, …) are the test takers to show ability?   Table 5 in CEFR 4.1 might be of help as a reference. |  |
| 1. Which communication themes are the test takers expected to be able to handle?   The lists in CEFR 4.2 might be of help as a reference. |  |
| 1. Which communicative tasks, activities and strategies are the test takers expected to be able to handle?   The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference. |  |
| 1. What text-types and what length of text are the test takers expected to be able to handle?   The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference. |  |
| 1. After reading the scale for Overall Listening Comprehension, given below, indicate and justify at which level(s) of the scale the subtest should be situated.   The subscales for listening comprehension in CEFR 4.4.2.1 listed after the scale might be of help as a reference. | Level: |
| Justification (incl. reference to documentation) |

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|  | **OVERALL LISTENING COMPREHENSION** |
| **C2** | *Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.* |
| **C1** | *Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.*  *Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.*  *Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.* |
|  | *Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.* |
| **B2** | *Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.*  *Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.* |
|  | *Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.* |
| **B1** | *Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.* |
|  | *Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.* |
| **A2** | *Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.* |
| **A1** | *Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.* |

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| **Relevant Subscales for Listening Comprehension** | **English** |
| * Understanding conversation between native speakers | Page 66 |
| * Listening as a member of an audience | Page 67 |
| * Listening to announcements and instructions | Page 67 |
| * Listening to audio media and recordings | Page 68 |
| * Watching TV and film | Page 71 |
| * Identifying cues and inferring | Page 72 |
| * Note taking | Page 96 |

Form A10: Reading Comprehension (part)

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|  | **Short description and/or reference** |
| 1. In what contexts (domains, situations, …) are the test takers to show ability?   Table 5 in CEFR 4.1 might be of help as a reference. |  |
| 1. Which communication themes are the test takers expected to be able to handle?   The lists in CEFR 4.2 might be of help as a reference. |  |
| 1. Which communicative tasks, activities and strategies are the test takers expected to be able to handle?   The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference. |  |
| 1. What text-types and what length of text are the test takers expected to be able to handle?   The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference. |  |
| 1. After reading the scale for Overall Reading Comprehension, given below, indicate and justify at which level(s) of the scale the subtest should be situated.   The subscales for reading comprehension in CEFR 4.4.2.2 listed after the scale might be of help as a reference. | Level |
| Justification (incl. reference to documentation) |

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|  | **OVERALL READING COMPREHENSION** |
| **C2** | *Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.*  *Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.* |
| **C1** | *Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.* |
| **B2** | *Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.* |
| **B1** | *Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.* |
|  | *Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language* |
| **A2** | *Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.* |
| **A1** | *Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.* |

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| **Relevant Subscales for Reading Comprehension** | **English** |
| * Reading correspondence | Page 69 |
| * Reading for orientation | Page 70 |
| * Reading for information and argument | Page 70 |
| * Reading instructions | Page 71 |
| * Identifying cues and inferring | Page 72 |
| * Note taking | Page 96 |

**Form A11: Spoken Interaction**

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| **Spoken Interaction** | **Short description and/or reference** |
| 1. In what contexts (domains, situations, …) are the test takers to show ability?   Table 5 in CEFR 4.1 might be of help as a reference. |  |
| 1. Which communication themes are the test takers expected to be able to handle?   The lists in CEFR 4.2 might be of help as a reference. |  |
| 1. Which communicative tasks, activities and strategies are the test takers expected to be able to handle?   The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference. |  |
| 1. What kind of texts and text-types are the test takers expected to be able to handle?   The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference. |  |
| 1. After reading the scale for Overall Spoken Interaction, given below, indicate and justify at which level(s) of the scale the subtest should be situated.   The subscales for spoken interaction in CEFR 4.4.3.1 listed after the scale might be of help as a reference. | Level |
| Justification (incl. reference to documentation) |

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|  | **OVERALL SPOKEN INTERACTION** |
| **C2** | *Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.* |
| **C1** | *Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.* |
|  | *Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.* |
| **B2** | *Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.* |
|  | *Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.* |
| **B1** | *Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).* |
|  | *Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.* |
| **A2** | *Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.* |
| **A1** | *Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.* |

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| **Relevant Subscales for Spoken Interaction** | **English** |
| * Understanding a native-speaker interlocutor | Page 75 |
| * Conversation | Page 76 |
| * Informal discussion | Page 77 |
| * Formal discussion and meetings | Page 78 |
| * Goal-oriented cooperation | Page 79 |
| * Transactions to obtain goods and services | Page 80 |
| * Information exchange | Page 81 |
| * Interviewing and being interviewed | Page 82 |

Form A12: Written Interaction

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| **Written Interaction** | **Short description and/or reference** |
| 1. In what contexts (domains, situations, …) are the test takers to show ability?   Table 5 in CEFR 4.1 might be of help as a reference. |  |
| 1. Which communication themes are the test takers expected to be able to handle?   The lists in CEFR 4.2 might be of help as a reference. |  |
| 1. Which communicative tasks, activities and strategies are the test takers expected to be able to handle?   The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference. |  |
| 1. What kind of texts and text-types are the test takers expected to be able to handle?   The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference. |  |
| 1. After reading the scale for Overall Written Interaction, given below, indicate and justify at which level(s) of the scale the subtest should be situated.   The subscales for written interaction in CEFR 4.4.3.4 listed after the scale might be of help as a reference. | Level |
| Justification (incl. reference to documentation) |

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|  | **OVERALL WRITTEN INTERACTION** |
| **C2** | *As C1* |
| **C1** | *Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.* |
| **B2** | *Can express news and views effectively in writing, and relate to those of others.* |
| **B1** | *Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.* |
|  | *Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.* |
| **A2** | *Can write short, simple formulaic notes relating to matters in areas of immediate need.* |
| **A1** | *Can ask for or pass on personal details in written form.* |

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| **Relevant Subscales for Written Interaction** | **English** |
| * Correspondence | Page 83 |
| * Notes, messages and forms | Page 84 |

Form A13: Spoken Production

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| **Spoken Production** | **Short description and/or reference** |
| 1. In what contexts (domains, situations, …) are the test takers to show ability?   Table 5 in CEFR 4.1 might be of help as a reference. |  |
| 1. Which communication themes are the test takers expected to be able to handle?   The lists in CEFR 4.2 might be of help as a reference. |  |
| 1. Which communicative tasks, activities and strategies are the test takers expected to be able to handle?   The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference. |  |
| 1. What kind of texts and text-types are the test takers expected to be able to handle?   The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference. |  |
| 1. After reading the scale for Overall Spoken Production, given below, indicate and justify at which level(s) of the scale the subtest should be situated.   The subscales for spoken production in CEFR 4.4.1.1 listed after the scale might be of help as a reference. | Level |
| Justification (incl. reference to documentation) |

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|  | **OVERALLSPOKEN PRODUCTION** |
| **C2** | *Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.* |
| **C1** | *Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.* |
|  | *Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.* |
| **B2** | *Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.* |
| **B1** | *Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.* |
| **A2** | *Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.* |
| **A1** | *Can produce simple mainly isolated phrases about people and places.* |

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| **Relevant Subscales for Spoken Production** | **English** |
| * Sustained monologue: Describing experience | Page 59 |
| * Sustained monologue: Putting a case (e.g. in debate) | Page 59 |
| * Public announcements | Page 60 |
| * Addressing audiences | Page 60 |

Form A14: Written Production

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| **Written Production** | **Short description and/or reference** |
| 1. In what contexts (domains, situations, …) are the test takers to show ability?   Table 5 in CEFR 4.1 might be of help as a reference. |  |
| 1. Which communication themes are the test takers expected to be able to handle?   The lists in CEFR 4.2 might be of help as a reference. |  |
| 1. Which communicative tasks, activities and strategies are the test takers expected to be able to handle?   The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference. |  |
| 1. What kind of texts and text-types are the test takers expected to be able to handle?   The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference. |  |
| 1. After reading the scale for Overall Written Production, given below, indicate and justify at which level(s) of the scale the subtest should be situated.   The subscales for written production in CEFR 4.4.1.2 listed after the scale might be of help as a reference. | Level |
| Justification (incl. reference to documentation) |

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|  | **OVERALL WRITTEN PRODUCTION** |
| **C2** | *Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.* |
| **C1** | *Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.* |
| **B2** | *Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.* |
| **B1** | *Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.* |
| **A2** | *Can write a series of simple phrases and sentences linked with simple connectors like “and” , “but” and “because”.* |
| **A1** | *Can write simple isolated phrases and sentences.* |

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| **Relevant Subscales for Written Production** | **English** |
| * Creative writing | Page 62 |
| * Reports and essays | Page 62 |