

CEF-ESTIM GRID PROJECT

Sirje Tarraste

CEF-ESTIM grid projektis osalejad pidid hindama kuulamis- ja lugemisülesandeid järgmise skaala alusel:

CEF-ESTIM DESCRIPTION FORM

This form is meant to help you describe your class activities and estimate the required level of language proficiency. The form is rather extensive but you don't necessarily have to fill in everything, just the parts which are relevant to you.

- If you only want to get a quick estimation you only need to fill in sections A and E.
- If you want to have a more detailed description then fill in other sections according to your needs (Section B: text; section C: communicative activities; section D: communicative competences and strategies).
- If you want to create a database we advise you to download and use the Access file.

Section A: general information

1- FILE n° /File name:

2- Target language:

3- What is the main **topic** of the task (cf: CEFR 4.2 p. 52)?

- Personal identification
- House and home, environment
- Daily life
- Free time, entertainment
- Travel
- Relations with other people
- Health and body care
- Education
- Shopping
- Food and drink
- Services
- Places
- Language
- Weather
- Other

4- Indicate the precise source and copyright of the documents used :

5- Who are the intended pupils/students ?

Grade:

Age group:

Socio-cultural context:

Other:

6- What is the link with the curriculum?

7- What are the aims of the task?

8- What are the types of response

- Selected (multiple choice, True or false, ...)
- Short constructed response (one word, short sentence, ...)
- Long constructed response (essay, summary, ...)

9- What are the modes of work?

- Individual
- Pair work
- Group work
- Whole class
- Other

10- What is the estimated time

Hrs..... Mns.....

11- What is the estimated number of class sessions?

- Less than one
- One
- Two
- Three
- More than three

When you have finished your estimation (section B, C andD), enter here the results from SECTION E: Overall Estimate

Estimated level of learner to cope with text:	<ul style="list-style-type: none"> • A1 • A1-A2 • A2 • A2-B1 • B1 • B1-B2 • B2 • B2-C1 • C1 • C1-C2 • C2
Estimated level of the communicative language activities	<ul style="list-style-type: none"> • A1 • A1-A2 • A2 • A2-B1 • B1 • B1-B2 • B2 • B2-C1 • C1 • C1-C2 • C2
Estimated level of the communication competences and strategies	<ul style="list-style-type: none"> • A1 • A1-A2 • A2 • A2-B1 • B1 • B1-B2 • B2 • B2-C1 • C1 • C1-C2 • C2
Overall estimate	<ul style="list-style-type: none"> • A1 • A1-A2

	<ul style="list-style-type: none"> • A2 • A2-B1 • B1 • B1-B2 • B2 • B2-C1 • C1 • C1-C2 • C2
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SECTION B: Text level estimate

1 - What is the topic (CEFR, p. 52)

- Personal identification
- House and home, environment
- Daily life
- Free time, entertainment
- Travel
- Relations with other people
- Health and body care
- Education
- Shopping
- Food and drink
- Services
- Places
- Language
- Weather
- Other

2 – What is the domain?

- Personal
- Public
- Professional
- Educational

3 – What is the main discourse type?

Discourse types		Examples
Mainly descriptive	impressionistic descriptions	sports commentaries, physical appearance, layout of room, house, landscape, places
	technical descriptions	presentation of a product
Mainly narrative	stories, jokes, anecdotes	
	reports	news reports, features, documentaries
Mainly expository	Definitions	brief definitions
	Explications	broader accounts of (especially) abstract phenomena e.g. lectures, talks
	outlines	programme listings on the radio, time-tables
	summaries	an oral account of the plot of a book, summarising minutes of a meeting
	interpretations	describing a book, an article etc
Mainly instructive	personal instructions	e.g. announcements, ads, propaganda, routine, commands
Mainly argumentative	comments, pros and cons of an issue, opinions	by any individual in any situation
	formal argumentation	e.g. formal debate

4 – What is the text source?

Text source for listening (CEFR pp. 233/4, 237 and 242/3)

	Probably the text is in the level band
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debates and discussions (both live and on the media); public speeches, lectures, presentations, sermons; rituals (ceremonies, formal religious services)	C1-C2
entertainment (drama, shows, reading, songs)interviews (both live and broadcast);	B2-C2
radio phone-in; sports commentaries (football, cricket, boxing, horse racing, etc); telephone conversations;	B1-B2
public announcements; interpersonal dialogues and conversation	A2-C2
news broadcasts; publicity texts (e.g. radio, TV, supermarket); recorded tourist information; telephone information; traffic information; weather forecasts;	A2-B1
routine commands (instructions /directions by police, customs officials, airline personnel, etc)	A1

Text source for reading (CEFR pp. 231, 235, 238/9)

	Probably the text is in the level band
abstracts, contracts, instructional manuals, reference books, regulations, sacred texts, sermons, hymns	C1-C2
business letters, dictionaries, guarantees, instructional material, job description, journal articles, magazines, newspapers, novels, report, memorandum	B1-B2
advertising material, brochures, junk mail, personal letters, recipes, teletext, textbooks and readers, videotext, visiting cards	A2-B1
announcements and notices, blackboard text, computer screen text, exercise material, labelling and packaging, leaflets, graffiti, life safety notices, menus, programmes, sign posting, tickets, timetables	A1-A2

5 – What is the nature of content?

Only concrete	A1-A2
Mostly concrete	A2-B1
Fairly abstract	B1-B2
Mainly abstract	C1-C2

6 – How long is the text?

Very short	A1-A2
Short	A2-B1
Rather long	B1-B2
Long	C1-C2

7 – The vocabulary is

Only frequent	A1-A2
Mostly frequent	A2-B1
Rather extended	B1-B2
Extended	C1-C2

8 – The grammatical structures

Are only simple	A1-A2
Are mainly simple	A2-B1
Have a limited range	B1-B2
Have a wide range	C1-C2

9 – The text speed is

Artificially slow	A1
Slow	A2-B1
Normal	A2-B2
Fast	B2-C2

10 – How many participants are there?

- One
- Two
- More than two

11 – How is it articulated?

Artificially articulated	A1
Clearly articulated	A2-B1
Normally articulated	A2-B2
Sometimes unclearly articulated	B2-C2

12 – What is the accent like?

- Standard accent
- Slight regional accent
- Strong regional accent
- Non-native accent

What is the overall TEXT LEVEL BAND ESTIMATE:

- A1
- A1-A2
- A2
- A2-B1
- B1
- B1-B2
- B2
- B2-C1
- C1
- C1-C2
- C2

SECTION C : Communicative Language Activities Level Estimate

1- Are there any Reception activities involved?

Listening

If yes see descriptors below and give your estimation

Mental operation required for listening as represented by the illustrative descriptors (CEFR p. 66-68)

	Probably the learner is in the level band
No difficulty in understanding	C2
Can follow with relative ease / Can easily follow Can extract specific information Can identify finer points of detail including implicit attitudes and relationships between speakers Can understand enough to follow	C1-C2
Can with some effort catch much of what is said around him/her Can follow the essentials Can understand the main points and ideas Can identify both general messages and specific details	B1-B2
Can understand the information content Can generally follow the main points Can follow in outline	B1
Can catch the main point Can generally identify the topic of discussion Can understand phrases and expressions Can understand and extract the essential information Can understand enough to be able to meet needs of a concrete type.	A2

2- Is there any audio-visual Reception involved? if yes see descriptors below and give your estimation (CEFR p.71)

4.4.2.3 In **audio-visual reception** the user simultaneously receives an auditory and a visual input. Such activities include:

- following a text as it is read aloud;
- watching TV, video, or a film with subtitles;
- using new technologies (multi-media, CD ROM, etc.).

An illustrative scale is provided for watching TV and film:

WATCHING TV AND FILM

<i>As C1</i>	C2
<i>Can follow films employing a considerable degree of slang and idiomatic usage</i>	C1
<i>Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</i>	B2
<i>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</i>	B1

<p><i>Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</i></p> <p><i>Can follow changes of topic of factual TV news items, and form an idea of the main content.</i></p>	A2
<i>No descriptor available</i>	A1

3- Are there any Reading activities involved? If yes see descriptors below and give your estimation

Mental operations required for reading as represented by the set of illustrative descriptors (CEFR p. 69-71)

	Probably the text is in the level band
<p>Can understand and interpret critically.</p> <p>Can appreciate subtle distinctions of style and implicit as well as explicit meaning.</p>	C2
<p>Can identify finer points of detail including attitudes and implied as well as stated opinions.</p>	C1-C2
<p>Can understand in detail - provided he/she can reread difficult sections, or can use a dictionary occasionally to confirm his/her interpretation of terminology.</p> <p>Can read with a large degree of independence, adapting style and speed of reading, and using appropriate reference sources selectively.</p> <p>Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</p> <p>Can readily grasp the essential meaning.</p> <p>Can scan quickly.</p> <p>Can quickly identify the content and relevance, deciding whether closer study is worthwhile.</p>	B2-C1
<p>Can read with a satisfactory level of comprehension. Can understand well enough to correspond regularly with a pen friend.</p> <p>Can recognise the line of argument though not necessarily in detail.</p> <p>Can recognise significant points.</p> <p>Can identify the main conclusions.</p> <p>Can scan in order to locate desired information and gather information in order to fulfil a specific task.</p>	B1
<p>Can find / identify specific, predictable information.</p> <p>Can locate specific information</p>	A2-B1
<p>Can get an idea of the content - especially if there is visual support</p> <p>Can understand a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p>	A1

4- Are there any Production activities involved?

- Extended
- Constructed response

- If Oral production activities see descriptors below and give your estimation

OVERALL SPOKEN PRODUCTION

<p>Can produce clear, smoothly flowing <i>well-structured speech</i> with an effective logical structure which helps the recipient to notice and remember significant points.</p>	C2
<p>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion</p> <p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p>	C1
<p>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.</p>	B2
<p>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.</p>	B1
<p>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.</p>	A2
<p>Can produce simple mainly isolated phrases about people and places.</p>	A1

- If Written production activities see descriptors below and give your estimation

OVERALL WRITTEN PRODUCTION

C2	Can write clear, smoothly flowing, complex <i>text in</i> an appropriate and effective <i>style and a</i> 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, <i>expanding</i> and <i>supporting</i> points of view at some length with subsidiary points, reasons and relevant examples, and <i>rounding off with an appropriate conclusion.</i>
B2	Can write clear, detailed <i>texts</i> on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected <i>texts</i> on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a <i>linear sequence.</i>
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
A1	Can write simple <i>isolated</i> phrases and sentences.

5- Are there any Interaction activities involved?

- If Spoken interaction see descriptors below and give your estimation

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.
B2	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. 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.
B1	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. 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).
A2	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. 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.

- If Written interaction see descriptors below and give your estimation

OVERALL WRITTEN INTERACTION

C2	<i>No descriptor available</i>
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views <i>effectively in writing, and relate to those of others.</i>
B1	Can <i>convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</i>

	<i>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</i>
A2	<i>Can write short, simple formulaic notes relating to matters in areas of immediate need.</i>
A1	<i>Can ask for or pass on personal details in written form</i>

6- Are there any Mediation activities involved ?

- Translation
- Interpretation
- Summarising gist and paraphrasing

See CEFR p. 87

TAKING THE FLOOR (TURNTAKING)	
<i>As C1</i>	C2
<i>Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking.</i>	C1
<i>Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</i>	B2
<i>Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. Can use simple techniques to start, maintain, or end a short conversation.</i>	B1
<i>Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.</i>	A2
<i>No descriptor available</i>	A1

CO-OPERATING	
<i>As C1</i>	C2
<i>Can relate own contribution skilfully to those of other speakers.</i>	C1
<i>Can give feedback on and follow up statements and inferences and so help the development of the discussion.</i>	B2
<i>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.</i>	B1
<i>Can summarise the point reached in a discussion and so help focus the talk. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.</i>	B1
<i>Can indicate when he/she is following.</i>	A2
<i>No descriptor available</i>	A1

6- Are there any specific aesthetic, ludic, uses of language involved? (see CEFR p. 55-56)

Yes – No

If yes, what are they?

Chapter 7.

4.3.4 Ludic uses of language

The use of language for playful purposes often plays an important part in language learning and development, but is not con.ned to the educational domain. Examples of ludic activities include:

Social language games:

- oral (story with mistakes; how, when, where, etc.);
- written (consequences, hangman, etc.);
- audio-visual (picture lotto, snap, etc.);
- board and card games (Scrabble, Lexicon, Diplomacy, etc.);
- charades, miming, etc.

Individual activities:

- puzzles (crossword, rebus, anagram, etc.);
- media games (TV and radio: chiffres et lettres, Catchword, etc.).

Verbal joking (punning, etc.) e.g. in:

- advertisements e.g. (for a car) ‘*Make your money go a long way*’;
- newspaper headlines e.g. ‘*Feminism or bust!*’;
- graf.ti e.g. ‘*Grammar rules – O.K.?*’.

4.3.5 Aesthetic uses of language

Imaginative and artistic uses of language are important both educationally and in their own right. Aesthetic activities may be productive, receptive, interactive or mediating (see 4.4.4 below), and may be oral or written. They include such activities as:

- singing (nursery rhymes, folk songs, pop songs, etc.)
- retelling and rewriting stories, etc.
- listening to, reading, writing and speaking imaginative texts (stories, rhymes, etc.) including audio-visual texts, cartoons, picture stories, etc.
- performing scripted or unscripted plays, etc.
- the production, reception and performance of literary texts, e.g.: reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera, etc.

This summary treatment of what has traditionally been a major, often dominant, aspect of modern language studies in upper secondary and higher education may appear dismissive.

It is not intended to be so. National and regional literatures make a major contribution to the European cultural heritage, which the Council of Europe sees as ‘a valuable common resource to be protected and developed’. Literary studies serve many more educational purposes – intellectual, moral and emotional, linguistic and cultural – than the purely aesthetic. It is much to be hoped that teachers of literature at all levels may find many sections of the Framework relevant to their concerns and useful in making their aims and methods more transparent.

7- Are there any specific non-verbal uses of language involved? (see CEFR p. 88-90)

Yes - NO

If yes, what are they?

4.4.5 Non-verbal communication

4.4.5.1 **Practical actions** accompanying language activities (normally face-to-face oral activities) include:

- **pointing**, e.g. by finger, hand, glance, nod. These actions are used with deictics for the identification of objects, persons, etc., such as, ‘Can I have that one? No, not that one, that one’;
- **demonstration**, accompanying deictics and simple present verbs and pro-verbs, such as, ‘I take this and fix it here, like this. Now you do the same!’;
- **clearly observable actions**, which can be assumed as known in narrative, comment, orders, etc., such as, ‘Don’t do that!’, ‘Well done there!’, ‘Oh no, he’s dropped it!’. In all these cases, the utterance is uninterpretable unless the action is perceived.

4.4.5.2 **Paralinguistics** includes:

Body language. Paralinguistic body language differs from practical actions accompanied by language in that it carries conventionalised meanings, which may well differ from one culture to another. For example, the following are used in many European countries:

- gesture (e.g. shaken .st for 'protest');
- facial expression (e.g. smile or scowl);
- posture (e.g. slump for 'despair' or sitting forward for 'keen interest');
- eye contact (e.g. a conspiratorial wink or a disbelieving stare);
- body contact (e.g. kiss or handshake);
- proxemics (e.g. standing close or aloof).

use *of extra-linguistic speech-sounds*. Such sounds (or syllables) are paralinguistic in that they carry conventionalised meanings but lie outside the regular phonological system of a language, for example, (in English):

'sh' requesting silence

's-s-s' expressing public disapproval

'ugh' expressing disgust

'humph' expressing disgruntlement

'tut, tut' expressing polite disapproval

prosodic qualities. The use of these qualities is paralinguistic if they carry conventionalised meanings (e.g. related to attitudes and states of mind), but fall outside the regular phonological system in which prosodic features of length, tone, stress may play a part, for example:

voice quality (gruff, breathy, piercing, etc.)

pitch (growling, whining, screaming, etc.)

loudness (whispering, murmuring, shouting, etc.)

length (e.g. ve-e-e-ery good!)

Many paralinguistic effects are produced by combinations of pitch, length, loudness and voice quality.

4.4.5.3 **Paratextual features:** a similarly 'paralinguistic' role is played in relation to written texts by such devices as:

- illustrations (photographs, drawings, etc.)
- charts, tables, diagrams, figures, etc.
- typographic features (fonts, pitch, spacing, underlining, layout, etc.)

What is the estimated level of the communicative language activities?

- A1
- A1-A2
- A2
- A2-B1
- B1
- B1-B2
- B2
- B2-C1
- C1
- C1-C2
- C2

SECTION D Communicative Language Competences and strategies

1- What level of linguistic competence is required?

Range

GENERAL LINGUISTIC RANGE (CEFR p. 110)

C2	<i>Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.</i>
C1	<i>Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.</i>
B2	<i>Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.</i> <i>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.</i>
	<i>Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.</i>
B1	<i>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</i>
A2	<i>Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</i> <i>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</i> <i>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc..</i> <i>Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</i>
A1	<i>Has a very basic range of simple expressions about personal details and needs of a concrete type.</i>

VOCABULARY RANGE (CEFR p. 112)

C2	<i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
C1	<i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</i>
B2	<i>Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i>
B1	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.</i>
A2	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i> <i>Has a sufficient vocabulary for the expression of basic communicative needs.</i> <i>Has a sufficient vocabulary for coping with simple survival needs.</i>
A1	<i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>

Control

GRAMMATICAL ACCURACY (CEFR p. 114)

C2	<i>Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).</i>
C1	<i>Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</i>
B2	<i>Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.</i> <i>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding</i>
B1	<i>Communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</i> <i>Use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</i>
A2	<i>Uses some simple structures correctly, but still systematically makes basic mistakes -for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</i>

A1	<i>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</i>
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VOCABULARY CONTROL (CEFR p. 112)

C2	<i>Consistently correct and appropriate use of vocabulary.</i>
C1	<i>Occasional minor slips, but no significant vocabulary errors.</i>
B2	<i>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i>
B1	<i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations</i>
A2	<i>Can control a narrow repertoire dealing with concrete everyday needs.</i>
A1	<i>No descriptor available</i>

PHONOLOGICAL CONTROL (CEFR p. 117)

C2	<i>As C1</i>
C1	<i>Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</i>
B2	<i>Has a clear, natural, pronunciation and intonation.</i>
B1	<i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i>
A2	<i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>
A1	<i>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i>

ORTHOGRAPHIC CONTROL (CEFR p.118)

C2	<i>Writing is orthographically free of error.</i>
C1	<i>Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.</i>
B2	<i>Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</i>
B1	<i>Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.</i>
A2	<i>Can copy short sentences on everyday subjects - e.g. directions how to get somewhere Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.</i>
A1	<i>Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.</i>

Note: Scaling of descriptors is the intention of the authors of the scales on which the descriptors are based.

2- What level of sociolinguistic competence is required?

SOCIOLINGUISTIC APPROPRIATENESS (CEFR p. 122)

C2	<i>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences</i>
C1	<i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</i>
B2	<i>Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.</i>
B1	<i>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</i>
A2	<i>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines</i>

	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc

3- What level of pragmatic competence (discourse and functional) is required?

FLEXIBILITY (CEFR p. 124)

C2	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity.
C1	No descriptor available
B2	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.
B1	Can adapt his expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants.
A2	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements.
A1	No descriptor available

TAKING THE FLOOR (TURNTAKING) (CEFR p. 124)

C2	As C1 Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
C1	
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
A1	No descriptor available

THEMATIC DEVELOPMENT(CEFR p. 125)

C2	As C1
C1	Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.
B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
A2	Can tell a story or describe something in a simple list of points.
A1	No descriptor available

COHERENCE AND COHESION (CEFR p. 125)

C2	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Can link a series of shorter, discrete simple elements into a <i>connected, linear sequence of points</i>
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

PROPOSITIONAL PRECISION (CEFR p.129)

C2	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations) Can give emphasis, differentiate and eliminate ambiguity.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc.
B2	Can pass on detailed information reliably
B1	Can explain the main points in an idea or problem with reasonable precision.
	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.
	Can express the main point he/she wants to make comprehensibly.
A2	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters but in other situations he/she generally has to compromise the message.
A1	No descriptor available

SPOKEN FLUENCY (CEFR p. 129)

C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

4- What communication strategies are involved? (CEFR p. 72)

IDENTIFYING CUES & INFERRING (Spoken & Written Reception)

C2	As C1
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
B2	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.
B1	Can identify unfamiliar words from the context on topics related to his/her field and interests.
	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.

A2	<i>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</i>
A1	<i>No descriptor available</i>

(Production, interaction or mediation strategies are not included here because we are not dealing with actual pupil/student performances. If needed see CEFR p.4.4.1.; 4.4.3 and 4.4.4.)

What is the estimated level of the communication competences and strategies involved?

- A1
- A1-A2
- A2
- A2-B1
- B1
- B1-B2
- B2
- B2-C1
- C1
- C1-C2
- C2

SECTION E: Overall Estimate

Go back to end of Section A and fill in the table