

RESEARCH AND ANALYSIS

Investigating standards in GCSE French, German and Spanish through the lens of the CEFR - Appendices

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Rank ordering task instructions and FAQs

Important:

Please complete the familiarisation task before starting on the rank-ordering task.

Please read the whole instructions and FAQ sheet carefully before starting the rank-ordering task.

The purpose of this rank ordering exercise

In your familiarisation task, you will have gained a sense of a 'quality scale' or a 'language ladder' of competences, as presented in the CEFR descriptors.

Using your knowledge of this 'quality scale', this exercise will allow us to link writing performances and speaking performances in GCSE exam to the CEFR. You will conduct a number of 'mini' rank order exercises, where, using your expert judgement, you will be combining GCSE performances and previously CEFR benchmarked performances into a single rank order for each set. You will do this first for writing performances, and then for speaking performances.

We will combine the data from your rank orders with that of all the other judges in this exercise and putting all of them together we will be able to estimate how standards of a sample of GCSE writing and speaking performances relate to standards of CEFR benchmark writing and speaking performances.

What is rank ordering?

Rank ordering is a technique for capturing expert judgement in a variety of contexts. It has been used considerably in the assessment context in the last decade or so. For example, previous research exercises have found that rank ordering is a valid method for comparing performance standards between examinations from different years. In the current study, you will be comparing the standards of a sample of GCSE writing performances, followed by a sample of GCSE speaking performances with benchmark writing and speaking performances of candidates from various international examinations which have a known CEFR level.

Essentially, a sample of candidate performances (scripts) from two or more examinations are rank ordered by multiple judges (examiners, subject experts). These rankings are then combined and analysed to place each script onto a single scale of quality. In the current study, by looking at how the marks and grades from GCSE and benchmark CEFR levels are distributed on this scale of quality we can relate the performance standards in GCSE to the CEFR scale.

Instructions

1. The materials for rank-ordering

All the materials you will require for this task are in electronic format.

You have been allocated six sets of written scripts to rank order, followed by six sets of audio files with speaking performances.

Each set contains four scripts. In each case, three of these are from the GCSE June 2018 exam, and one is a CEFR benchmark script from an international exam.

All marks, annotations and levels from both GCSE and CEFR scripts have been removed.

Some sets contain scripts moderately close to one another when marked conventionally, while others might contain scripts with a greater range of quality.

You should make no assumptions about the way in which the scripts are ordered within each set. They are deliberately randomised.

The script labels do not relate to script total marks or levels and were randomly generated.

2. Where to find your sets of scripts

We recommend that you use **Internet Explorer browser** for doing the rank-ordering task, as it will allow you to open documents in separate tabs easily, which will make ranking easier.

You can access your allocation [here](#). Once you open this link, please **identify the folder with your Judge ID** to access your allocation of script sets.

In your folder, you will find two sub folders, writing and speaking. Each of these folders also contains a recording sheet, in which you should record your rank order for each script set. You can either edit the recording sheets online where any changes are autosaved, or download them to your computer, work on them and save, then upload into your allocated folder.

3. The rank ordering task

Please complete the task for writing first before doing the speaking.

Consider one set of scripts at a time. For each set, place the scripts into a single rank order, from best (rank 1) to worst (rank 4), based on a ***holistic judgement of overall quality***. It is important that you use the important aspects of language competence according to CEFR as the basis for your judgements of quality, even if these may be different from what is currently considered important for GCSE MFL qualifications and assessments.

The task should be carried out once for each set of scripts. Do not consider scripts from different sets at the same time – scripts from different sets have to be kept separate.

You will be comparing GCSE performances with one another and also with the performance from a different examination. It is important to focus on the qualities of the writing or speaking (as elucidated in the CEFR) in order to do this successfully. Essentially, the question you are asking is ‘which is the better/best quality performance’.

4. GCSE written performances – how to deal with the translation task

The GCSE written paper contains a translation task. It may not be appropriate to use the CEFR scale for translating written text (mediation) as this task may be focused on just testing vocabulary and grammar more than other aspects of translation. If you feel this may be the case, then feel free to judge the quality of translation in terms of vocabulary and grammar merits alone, without considering the relevant CEFR mediation scale. If you believe that the mediation translation scale is appropriate, please by all means use it.

5. The speaking performances

The benchmark CEFR speaking performances consist of two audio files per performance.

- One audio file is the performance of a person in a monologue, and
- The second one is the same person taking part in a role-play with another person.

When considering the quality of the speaking performance, ***please focus on the person named in the monologue file***, and only consider the performance of that person when listening to the role-play audio.

In addition, please note that each GCSE speaking audio file contains the name of the school, examiner and the candidate. It is not possible to redact these details and, as per your contract, we remind you to treat this information entirely confidentially. [NB You are obliged to treat all information you access as part of this study as confidential as per your contract.]

6. Making the judgements

For each set, you should endeavour to make a holistic judgement about each script’s quality and its overall merit, relative to the other scripts in the set. You may use any method you wish to do this based on scanning the scripts and items and using your judgement to summarise the relative merits. You may wish to open the writing scripts in separate tabs, to be able to compare them alongside each other.

No tied ranks are allowed. You must choose a different rank for each script on the recording form.

Whilst it can be difficult to make relative judgements about scripts from different examinations, and with different knowledge and skills profiles, we ask that you do this as best you can, forming a holistic judgement of each script while using the important aspects of language ability as per CEFR as the basis for your judgements.

You must take account of the whole work of each student. It is vitally important for the success of the research exercise that your judgment is based upon a holistic evaluation of each script. Please do not be tempted to base your judgments upon just one question or a subset of questions. Please consider all the responses that each student gave, and try to come to a view on the quality of the student's work relative to that shown in the other scripts in the set.

Please do not collaborate with any of your colleagues who are completing this exercise as it is important that we have independent responses to the tasks. We are interested in your personal judgement about the quality of the scripts. Additionally, your colleagues will have a different combination of scripts in different sets.

If you have any uncertainties about what you are doing at any point in the process, please get in touch and we will be happy to talk you through it.

7. Use of mark schemes

We have provided the mark schemes for reference only – e.g. if you do not know a correct answer for a specific question. They are not to be used as the basis for the rank ordering.

You must not re-mark the scripts. You need to make an overall (or holistic) judgement about the quality of the scripts.

8. Recording your judgements

Once you have decided upon a single rank order for the scripts from a set, please record the order in the appropriate recording sheet provided in each folder. You can choose the rank from drop down menus in the Rank column. Remember that 1 is best, and 4 is worst. The script ID is the name of each script file.

Please also record your judge ID in the appropriate place on the form.

9. Deadline

Please complete the rank ordering exercise by **the evening of 26th February.**

FAQs

How should I arrive at a rank order?

You should make a holistic judgement of the quality of each script, based on what constitutes 'better quality' as elucidated in the CEFR scales in the familiarisation task.

Different judges may use slightly different procedures and you may determine your own procedure. Some judges like to create a very brief note, as a form of script summary or 'aide memoir' for some scripts (e.g. "good on X but less convincing on Y") after reading/scanning to help them in the final consideration of script order.

Will re-marking the scripts help me?

No. In fact, it will work against the objectives of the exercise. Because mark scales for different specifications are not identical (in this case the GCSE and the CEFR benchmark scripts are from different exams), remarking the scripts will not help us place the two sets of scripts on a single scale. This can only be done by making holistic judgements about the quality of each script and the performance within it, relative to the other scripts.

How do I compare scripts from GCSE with CEFR benchmarks when they come from different examinations?

Please try as best as you can to focus on the important aspects of language quality as per CEFR when making your comparisons, ignoring the fact that the scripts come from different examinations or that the quantities of writing or speaking are sometimes significantly different between CEFR benchmarks and GCSE scripts.

Is there a 'right' answer to the order of the scripts?

This is not a 'test' whereby the researchers know the right answer and want to see if you can get it right! The 'right' order of scripts in any set is the order that you determine by making a holistic judgement about the quality of each script relative to the other scripts in the set.

Should I complete the whole task in one go?

You can work flexibly to fit around other commitments. There is no need to complete the whole task in one sitting.

How long should each set take me?

Gradually as you become accustomed to this task you will no doubt speed up. We anticipate that each set will take approximately 30 minutes in this context. Remember that the aim is to make holistic, intuitive judgements. Read each script or listen to each audio, think about which are better or worse and put them in order. Try not to dwell on your decisions for too long.

It should not take longer than 7 hours (one working day) to complete the rank-ordering task for both writing and speaking.

What should I do if I have any questions?

Feel free to get in touch with us at any time!

Please contact Milja Curcin on milja.curcin@ofqual.gov.uk

JUDGE ID:

| Set | Script ID | Rank 1 = BEST 4 = WORST | |
|-------|-----------|-------------------------------|--|
| 1 | CFW05 | | |
| | GFW30 | | |
| | GFW17 | | |
| | GFW42 | | |
| 2 | CFW02 | | |
| | GFW50 | | |
| | GFW29 | | |
| 2 | GFW33 | | |
| | 3 | CFW04 | |
| | | GFW10 | |
| GFW16 | | | |
| 3 | GFW31 | | |
| | 4 | CFW06 | |
| | | GFW45 | |
| GFW16 | | | |
| GFW18 | | | |
| 5 | CFW04 | | |
| | GFW10 | | |
| | GFW18 | | |
| 5 | GFW43 | | |
| | 6 | CFW03 | |
| | | GFW50 | |
| GFW35 | | | |
| GFW43 | | | |

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Appendix A. A brief history of the CEFR and the development of its descriptors – from North (2007a)

The Common European Framework of Reference for languages: learning, teaching, assessment: CEFR (Council of Europe, 2001) was developed between 1993 and 1996 by a Council of Europe international working party following the recommendation of an intergovernmental Symposium “Transparency and Coherence in Language Learning in Europe” held at Rüschnikon, near Zurich in November 1991. The CEFR was written with three main aims:

- To establish a metalanguage common across educational sectors, national and linguistic boundaries that could be used to talk about objectives and language levels. It was hoped that this would make it easier for practitioners to tell each other and their clientele what they wished to help learners to achieve and how they attempted to do so.
- To encourage practitioners in the language field to reflect on their current practice, particularly in relation to learners’ practical language learning needs, the setting of suitable objectives and the tracking of learner progress.
- To agree common reference points based on the work on objectives that had taken place in the Council of Europe’s Modern Languages projects since the 1970s.

In time, the existence of such a common reference framework would, it was hoped, help to relate courses and examinations to each other and thus achieve the “transparency and coherence” that had been the subject of the Rüschnikon Symposium. The approach taken was to provide a conceptual framework made up of:

- A taxonomic descriptive scheme, summarised in Chapter 2 of the CEFR document, covering such issues as domains of language use, communicative language activities and strategies (in Chapter 4) plus the competences of the learner/user (In Chapter 5). The scheme can be seen as a further development of approach to objectives taken in Waystage, Threshold Level, Vantage Level and their equivalences for other languages.
- A set of common reference levels, defining proficiency in as many of these categories as possible at six levels (A1, A2, B1, B2, C1, C2) in empirically developed scales of illustrative descriptors (North 2000, North and Schneider 1998). This work made available a descriptor bank, validated and calibrated like an item bank, building on research with descriptor scales and item-banking in Eurocentres and elsewhere.

The CEFR is a concertina-like reference tool that provides categories, levels and descriptors that educational professionals can merge or sub-divide, elaborate or summarise, adopt or adapt according to the needs of their context - whilst still relating to the common hierarchical structure.

The idea is for users to adopt activities, competences and proficiency stepping-stones that are appropriate to their local context, yet can be related to the greater scheme of things and thus communicated more easily to colleagues in other

educational institutions and to other stakeholders like learners, parents and employers. For example in Finland, A1 is split into three levels to provide initial motivation.

Whilst the concept of “level” is useful for curriculum organisation and for giving a quick answer to the question “What level am I?” the rich descriptive framework provided by the CEFR illustrative descriptors is intended to facilitate profiling not levelling. In addition to the three summary scales introduced in Chapter 3, the CEFR offers a total of 54 sub-scales for different communicative language activities and strategies and for different aspects of communicative language competence. It is not the intention that anyone should use these 54 sub-scales operationally. Rather, their purpose is to help the user to consider the coverage of the learning programme or examination with which they are concerned: what are the priority areas and what level of proficiency is appropriate in each area? In setting such priorities, it is sensible to exploit the profiling possibilities by considering the setting of higher target levels for certain skills (e.g. receptive skills) – encouraging “partial competences.”

In 1992 the Council of Europe’s “Common Framework Working Party” adopted the following six “Common Reference Levels” for the future CEFR:

- Breakthrough (later A1),
- Waystage (later A2),
- Threshold (later B1),
- Vantage (later B2),
- “Effective Operational Proficiency” (later C1) exemplified by the new DALF (Diplôme Approfondi de Langue Française) from the CIEP,
- “Mastery” (later C2) exemplified by the Cambridge CPE (Certificate of Proficiency in English).

These six levels corresponded both to the seven levels that have been suggested by Wilkins in 1977 (minus the top level) and to the five levels adopted by ALTE: the Association of Language Testers in Europe (founded by Cambridge in 1991) – with the addition of A1.

In 1993-6, two Swiss members of the Working Party then used both qualitative and quantitative methodologies to develop illustrative descriptors for these six levels (North 2000, North and Schneider 1998, Schneider and North 2000). In a series of 32 workshops, teachers were given descriptors to sort into categories. This tested not only the clarity of the descriptors, but also the feasibility of the categories proposed for the sub-scales. The clearest, most relevant descriptors were then presented in descriptor-checklists that were used by some 300 teachers to assess learners in some 500 classes at the end of the school years 1994 and 1995. A statistical analysis of this data produced a scale on which each descriptor had a difficulty value. The final step was to “cut” this continuous scale of descriptors to match the set of CEFR levels.

The Swiss research project actually identified 10 rather than 6 bands of proficiency. Between the criterion level for A2 and the criterion level for B1 there was found to be what came to be described as a “plus level.” The same was the case for between B1 and B2 (B1+) and between B2 and C1 (B2+). These “plus levels” were characterised by a stronger performance in relation to the same features found at the criterion level, plus hints of features that become salient at the next level. The “plus level”

concept can be very useful in relation to school assessment because narrower levels allow learners to see more progress.

The descriptors are relatively unique in that they were not just written by an expert or committee, but were developed scientifically:

- from a comprehensive documentation of existing expertise in the area, with documented references to descriptors shared with pre-existing scales,
- in relation to both what learners do (communicative activities and strategies) and how well they do it (aspects of communicative competence),
- with a qualitative methodology that checked that teachers could relate to the categories used and that each descriptor employed was an unambiguous, stand-alone criterion,
- employing a sophisticated statistical methodology that enabled the descriptors to be scaled on the same mathematical scale as learners, (for some of whom video samples were also available),
- as a result of the use of the descriptors in a real, end-of-year assessment by practising teachers,
- in four educational sectors,
- in a multi-lingual environment,
- in relation to three foreign languages (English, French, German).

For more on the development of the descriptors, claim to validity etc. see <https://rm.coe.int/16805c3896>

Appendix B. Familiarisation materials – productive skills

Survey tool contents

1. CEFR familiarisation and training - productive skills - German

We have set up this survey tool to take you through some familiarisation exercises. We would like you to use these activities to form or refresh your understanding of the way CEFR describes language skills and which aspects of language competence it values. This will help bring everyone on the same page with respect to how to interpret different language proficiency levels on CEFR scales and which aspects of language competence are important in CEFR terms.

It will be important for the success of this study that you feel comfortable that you understand the main CEFR descriptor scales and recognise the aspects of language competence that come through as important in CEFR descriptors. All the exercises that we will ask you to complete in this tool, as well as the main activities in the study, will require you to consider the important aspects of language competence according to CEFR, even if these may be different from what is currently considered important for GCSE MFL qualifications, or may differ from your personal views about what constitutes language competence.

The tool will take you through several activities. You will:

- Provide some information about yourself.
- Read a brief account of CEFR illustrative descriptors and how to interpret them.
- Do some exercises to engage with general CEFR scales.
- Get to assess your own competence level in your second or third language.
- Do some exercises specifically related to writing and speaking CEFR scales and example writing and speaking performances already benchmarked on the CEFR scale.
- Have an opportunity to familiarise yourself with the test specification and the writing and speaking GCSE papers.
- Engage with some examples of GCSE student writing and speaking performances by rank ordering them in terms of overall quality.

After you have gone through the general CEFR familiarisation activities, you will focus on writing and then speaking performances. We will provide similar activities for reading and listening at a later stage.

Follow the instructions throughout this tool as some questions will require you to do an activity outside of this tool and then return to it to enter your answers. Some reading will be required before most tasks. Some printed materials have been sent to you in the post. Links to examples of student work are included in this tool and are also in your instructions. We are not interested in whether your answer is "correct" as long as it represents your considered opinion based on your understanding of CEFR scales and descriptors.

Completing these activities should take about 3.5 hours. Consider breaking this up into chunks rather than completing all activities in one sitting.

You can save your responses at any point and return to the tool later. **Please use your personal email address for this**, NOT the Ofqual one provided for login to the document sharing hub. If you need to leave the tool inactive in order to read examples of performances or other materials, we would advise that you save the responses at that point to avoid the risk of the tool timing out. Unfortunately it is not possible to save without leaving the tool, but it is not difficult to log into it again. **Check your junk mail if you do not get the email with the link to continue the survey.** You can go backwards if you like for any reason.

We are hoping to answer a very important question about performance and grading standards in GCSE MFLs, and we thank you for taking part in this study and providing your expertise. We could not do it without you!

2. Judge details

Please provide your judge ID *

Please provide your initials *

Please tell us a bit about your current experience with CEFR: *

| | None | Some | Significant |
|--|--------------------------|--------------------------|--------------------------|
| I have interest in CEFR. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have theoretical/academic knowledge of CEFR. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have practical experience of CEFR in the context of teaching and marking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have practical experience of CEFR in the context of test/resource development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have practical experience of CEFR in the context of English as a foreign language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have practical experience of CEFR in the context of German. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. CEFR illustrative descriptors and how to read them

Please read Document 1, included in your pack, which contains excerpts from CEFR (2001) briefly describing what CEFR is, its approach to conceptualising language ability and what illustrative descriptors are and how to read them.

4. Common Reference Levels: global scale

Please rank order the following descriptions of ability in a foreign language from BEST (6) to WORST (1). (Please note that the sections get repositioned to the places according to the rank you give each one. If you gave rank 3 to the first section, it will be automatically moved to the third place, etc.) *

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

5. Common Reference Levels: global scale

Please select which CEFR level corresponds to each description. *

A1 A2 B1 B2 C1 C2

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.



Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.



Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.



Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

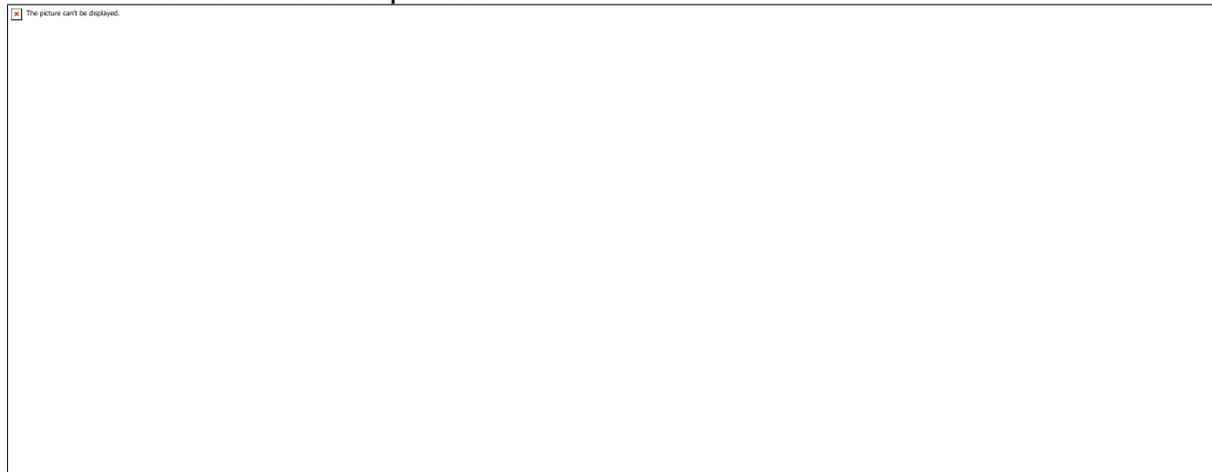


Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.



6. Global scale - correct responses

Now look at the correct responses:



7. Self-assessment

Using the self-assessment grid provided (Document 2), please estimate your CEFR proficiency level in your second or third language (you can choose which one you would like to consider). *

 A1

 A2

 B1

 B2

 C1

 C2

Please note any issues you may have had estimating your proficiency level:

8. Examples of writing at different CEFR levels

Now please look at the examples of writing at different CEFR levels Using Documents 4, 5 and 6 from your pack, and the explanations of why a level was assigned to each performance (included in the same document as the performance itself), briefly state (perhaps by pulling out 3-4 key features or using keywords) the most salient aspects of performance that distinguish between the following levels:

A1 vs. B1: *

B1 vs. C2 *

9. Marks vs. grades in GCSE assessments

If you are not familiar with the difference between marking and grading in GCSEs, please read Document 7, included in your pack.

10. GCSE specification and writing paper

Now please familiarise yourself with the GCSE specification and writing paper (included at the end of your pack). In this study, we are only considering the Higher Tier paper.

There is no need to spend a long time familiarising yourself with mark schemes or specifications in great detail. They are provided as reference and contextual material and you will not need to use them in the remaining tasks in the study. The specification document is provided only in electronic form [here](#).

To help you become familiar with the writing paper, think about how you would go about answering fully. You could sketch out an answer to each question, e.g. by identifying the key points you might make and how you might structure your response.

11. GCSE writing performances

Look at the examples of writing from the GCSE 2018 exam Read the three GCSE writing performances and rank them in order from best (1) to worst (3) by inserting the file names in the appropriate boxes below. Please use the important aspects of language competence according to CEFR, which you have seen in the previous exercises, as the basis for your judgements even if these may be different from what is currently considered important for GCSE MFL qualifications and assessments. Please do not try to re-mark the scripts. We need you to make a holistic judgement about these performances without using the mark schemes. *

1 Best
*

2 Middling
*

3 Worst
*

Briefly describe how you decided on this rank order:

Please briefly state (by noting down a few key features) the most salient aspects of performance that distinguish between the following performances. Best vs. middling:

*

Middling vs. worst: *

Please look at the writing examples provided here You have already seen these examples, but in this activity you are asked to put all four into a rank order of quality. Please rank the examples from best (1) to worst (4) by inserting the file names in the appropriate boxes below. Try to ignore the fact that they come from different exams, and focus on important performance features. Use the important aspects of language competence according to CEFR as the basis for your judgements. *

1 Best
*

2
*

3
*

4 Worst
*

How did you decide on this rank order?

12. Examples of speaking at different CEFR levels

Now please listen to the examples of speaking at different CEFR levels. The set at each level also contains an explanation of why the level was assigned to each performance. Please note that the folder for each level contains two audio files, one containing a role play and one containing a monologue. The CEFR level of each folder refers to the level of the student performing the monologue. Therefore, also focus on the performance of the person named in the monologue file when listening to the role play performance. Using Documents 6 and 8, as well as the explanation for the CEFR level assigned to each, briefly state (perhaps by pulling out 3-4 key features or using keywords) the most salient aspects of performance that distinguish between the following levels: A1 vs. A2: *

A2 vs. B1: *

B1 vs B2: *

B2 vs C2: *

13. GCSE speaking assessment

Now please familiarise yourself with the GCSE speaking assessment, provided in your pack.

There is no need to spend a long time familiarising yourself with mark schemes or specifications in great detail. They are provided as reference and contextual material and you will not need to use them in the remaining tasks in the study.

To help you become familiar with the speaking paper, think about how you would go about answering fully. You could sketch out an answer to each question, e.g. by

identifying the key points you might make and how you might structure your response.

14. GCSE speaking performances

Listen to the speaking performances from GCSE 2018 exam The folders at this link contain "mark sheets" which will tell you which question each student was answering. Rank the three performances in order from best (1) to worst (3) by inserting the file names in the appropriate boxes below. Please use the important aspects of language competence according to CEFR, which you have seen in the previous exercises, as the basis for your judgements even if these may be different from what is currently considered important for GCSE MFL qualifications and assessments. Please do not try to re-mark them. We need you to make a holistic judgement about these performances. *

1 Best
*

2 Middling
*

3 Worst
*

Briefly describe how you decided on this rank order:

Please briefly state (by noting down a few key features) the most salient aspects of performance that distinguish between the following performances.

Best vs. middling: *

Middling vs. worst: *

Please listen to the speaking performances here You have already heard these examples, but in this activity you are asked to put all four into a rank order of quality. Rank the examples from best (1) to worst (4) by inserting the file names in the

appropriate boxes below. Try to ignore the fact that they come from different exams, and focus on important performance features. Use the important aspects of language competence according to CEFR as the basis for your judgements. *

1 Best *

2 *

3 *

4 Worst *

How did you decide on this rank order?

15. Familiarisation and training evaluation

Thank you for completing the familiarisation and training activities. Well done! Now could you briefly evaluate the training provided. Please tick one option for each statement below: *

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I found the instructions clear throughout. | <input type="checkbox"/> |
| I found the materials and activities easy to find and follow. | <input type="checkbox"/> |
| The materials and activities were effective in helping me understand the meaning of different CEFR levels. | <input type="checkbox"/> |
| The materials and activities were effective in helping me familiarise myself with the relevant GCSE paper/specification. | <input type="checkbox"/> |
| In general, I agree with how CEFR describes differences between ability levels. | <input type="checkbox"/> |
| I found rank ordering three electronic files (writing or speaking) feasible. | <input type="checkbox"/> |
| I found rank ordering four electronic files (writing or speaking) feasible. | <input type="checkbox"/> |
| In general, I think understanding GCSE standards in relation to the CEFR is helpful. | <input type="checkbox"/> |

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Comments:

How confident do you feel about the following: *

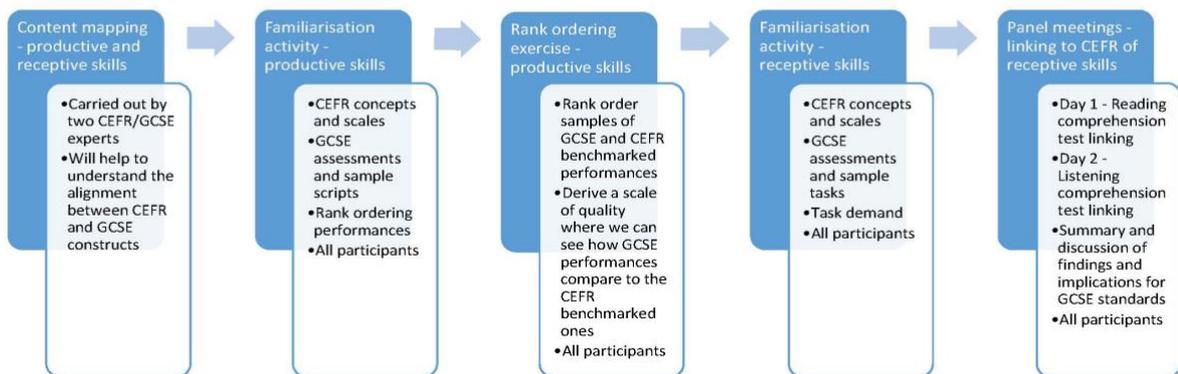
| | Very confident | Confident | Somewhat confident | Not confident |
|---|--|--|--|--|
| I understand the difference between CEFR levels in writing and speaking. | <input type="checkbox"/> The picture can't be displayed. |
| I have put the GCSE writing and speaking performances into the correct rank order of overall quality. | <input type="checkbox"/> The picture can't be displayed. |

Comments:

Supporting documents and scales

GCSE MFL Standards - Project summary -

- The aim of this study is to help us understand performance and grading standards in GCSE MFL and how these relate to an internationally widely used framework such as the Common European Framework of Reference for languages (CEFR). We are looking at this issue for German, French and Spanish. In doing this, we will be in a better position to understand the potential desirability or acceptability of changing grading standards.
- The graphic below shows the sequence and brief outline of activities that will take place for each language. There will be a 13-participant panel for each language. The participants will include A level teachers, Higher Education CEFR experts, CEFR experts from French, German and Spanish testing organisations, Ofqual subject experts, representatives of language teaching associations and representatives of awarding organisations.



Familiarisation instructions - productive skills -

Purpose of the familiarisation task

The purpose of this activity is to ensure you are familiar with the relevant aspects of CEFR and the GCSE assessments. This familiarisation will help ensure the quality and integrity of your judgements about quality of writing and speaking performances in the subsequent rank ordering task.

Introduction

The materials contained in this pack, used alongside the activities included in the survey tool we have set up (see below), should help familiarise you with global CEFR scales as well as those specifically relevant for writing and speaking skills. It will be important for the success of this study that you feel comfortable that you understand the main CEFR descriptor scales and recognise the aspects of language competence that come through as important in CEFR descriptors. All the exercises that we will ask you to complete as part of familiarisation, as well as the main activities in the study, will require you to **consider the important aspects of language competence according to CEFR, even if these may be different from what is currently considered important for GCSE MFL qualifications**, or may differ from your personal views about what constitutes language competence.

You will also familiarise yourself with the relevant GCSE specification and examination from June 2018, as well as understand the difference between marking and grading in GCSEs. The activities will also help prepare you for the rank ordering comparative judgement task, which you will be required to do once you complete the familiarisation activities.

These activities are the first part of your familiarisation and are only concerned with writing and speaking. We will provide another set of familiarisation materials for reading and listening comprehension at a later stage.

How to complete the familiarisation activities

1. Access the survey tool here: <https://www.smartsurvey.co.uk/s/YF7OS/>
2. You have been emailed your judge ID and your log in details for our document sharing hub. You will need these in order to complete the survey.
3. Follow the instructions in the tool. They will guide you through the activities and tell you which of the documents included in your pack to read at which point, and which exemplar performances to access when. The links that will take you to all the relevant electronic resources are embedded in the survey tool. However, the instructions are also saved [here](#) if you would like to access any links through them at a later stage.
4. Complete the activities and answer all questions included in the tool.
5. Should you wish to make any notes beyond what is required by the questions in the survey tool, please make them outside of the tool so you can keep them after you have completed and submitted the survey. We will also send you a pdf of the completed survey after you have submitted it.
6. The activities should take about 3.5 hours to complete.
7. Please retain all of the hard copy materials from your pack, as you will need them for subsequent tasks and the panels.

2 GERMAN - PRODUCTION

Activities and materials

The materials in your pack

The materials included in this pack will be required in order to complete the activities in the tool. The tool will guide you regarding which documents need to be read at various stages. These documents are also saved in [here](#) if you would prefer to use electronic versions.

Exemplar performances

In order to complete some of the activities in the tool, you will be required to access examples of writing and speaking performances. The links through which to access these are included in the tool at points when they are needed. However, we have also included them below should you wish to access them again at any point after you have completed familiarisation activities. You should also be able to navigate your way around the document sharing area once you are in there to find the relevant documents in different folders without using these links.

Writing

[Writing CEFR benchmarked examples](#)

[Writing GCSE examples](#)

[Ranking GCSE and CEFR writing examples](#)

Speaking

[Speaking CEFR benchmarked examples](#)

[Speaking GCSE examples](#)

[Ranking GCSE and CEFR speaking examples](#)

Optional materials

We have included a copy of CEFR (2001) as well as CEFR companion volume (2018) with new descriptors, in case you are interested and would like to do some further reading. These are saved [here](#)

Deadline

The familiarisation activities for productive skills should be completed as soon as possible and before you start on the rank ordering tasks for writing and speaking. The familiarisation and rank ordering tasks (instructions to follow) should be completed by **the evening on 26th February**.

1 The Common European Framework in its political and educational context

1.1 What is the *Common European Framework*?

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages. The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility.

The taxonomic nature of the Framework inevitably means trying to handle the great complexity of human language by breaking language competence down into separate components. This confronts us with psychological and pedagogical problems of some depth. Communication calls upon the whole human being. The competences separated and classified below interact in complex ways in the development of each unique human personality. As a social agent, each individual forms relationships with a widening cluster of overlapping social groups, which together define identity. In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole.

The Framework includes the description of 'partial' qualifications, appropriate when only a more restricted knowledge of a language is required (e.g. for understanding rather than speaking), or when a limited amount of time is available for the learning of a third or fourth language and more useful results can perhaps be attained by aiming

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at, say, recognition rather than recall skills. Giving formal recognition to such abilities will help to promote plurilingualism through the learning of a wider variety of European languages.

2 Approach adopted

2.1 An action-oriented approach

A comprehensive, transparent and coherent frame of reference for language learning, teaching and assessment must relate to a very general view of language use and learning. The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. We speak of ‘tasks’ in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent.

Accordingly, any form of language use and learning could be described as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and / or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

- *Competences* are the sum of knowledge, skills and characteristics that allow a person to perform actions.
- *General competences* are those not specific to language, but which are called upon for actions of all kinds, including language activities.
- *Communicative language competences* are those which empower a person to act using specifically linguistic means.
- *Context* refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

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- *Language activities* involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.
- *Language processes* refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing.
- *Text* is any sequence or discourse (spoken and/or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as a support or as a goal, as product or process.
- *Domain* refers to the broad sectors of social life in which social agents operate. A higher order categorisation has been adopted here limiting these to major categories relevant to language learning/teaching and use: the educational, occupational, public and personal domains.
- A *strategy* is any organised, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself with which he or she is confronted.
- A *task* is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work.

If it is accepted that the different dimensions highlighted above are interrelated in all forms of language use and learning, then any act of language learning or teaching is in some way concerned with each of these dimensions: strategies, tasks, texts, an individual's general competences, communicative language competence, language activities, language processes, contexts and domains.

At the same time, it is also possible in learning and teaching that the objective, and therefore assessment, may be focused on a particular component or sub-component (the other components then being considered as means to an end, or as aspects to be given more emphasis at other times, or as not being relevant to the circumstances). Learners, teachers, course designers, authors of teaching material and test designers are inevitably involved in this process of focusing on a particular dimension and deciding on the extent to which other dimensions should be considered and ways of taking account of these: this is illustrated with examples below. It is immediately clear, however, that although the often stated aim of a teaching/learning programme is to develop communication skills (possibly because this is most representative of a methodological approach?), certain programmes in reality strive to achieve a qualitative or quantitative development of language activities in a foreign language, others stress performance in a particular domain, yet others the development of certain general competences, while others are primarily concerned with refining strategies. The claim that 'everything is connected' does not mean that the objectives cannot be differentiated.

Each of the main categories outlined above can be divided into sub-categories, still very generic, which will be looked at in the following chapters. Here, we are looking only at the various components of general competences, communicative competence, language activities and domains.

2.1.1 The general competences of an individual

The **general competences** of language learners or users (see section 5.1.) consist in particular of their **knowledge**, **skills** and **existential competence** and also their **ability to learn**: **Knowledge**, i.e. declarative knowledge (*savoir*, see 5.1.1.), is understood as knowledge resulting from experience (empirical knowledge) and from more formal learning (academic knowledge). All human communication depends on a shared knowledge of the world. As far as language use and learning are concerned, the knowledge which comes into play is not directly related exclusively to language and culture. Academic knowledge in a scientific or technical educational field, and academic or empirical knowledge in a professional field clearly have an important part to play in the reception and understanding of texts in a foreign language relating to those fields. Empirical knowledge relating to day-to-day living (organisation of the day, mealtimes, means of transport, communication and information), in the public or private domains is, however, just as essential for the management of language activities in a foreign language. Knowledge of the shared values and beliefs held by social groups in other countries and regions, such as religious beliefs, taboos, assumed common history, etc., are essential to intercultural communication. These multiple areas of knowledge vary from individual to individual. They may be culture-specific, but nevertheless also relate to more universal parameters and constants.

Any new knowledge is not simply added onto the knowledge one had before but is conditioned by the nature, richness and structure of one's previous knowledge and, furthermore, serves to modify and restructure the latter, however partially. Clearly, the knowledge which an individual has already acquired is directly relevant to language learning. In many cases, methods of teaching and learning pre-suppose this awareness of the world. However, in certain contexts (e.g. immersion, attending school or university where the language of tuition is not one's mother tongue), there is simultaneous and correlated enrichment of linguistic and other knowledge. Careful consideration must then be given to the relationship between knowledge and communicative competence.

Skills and **know-how** (*savoir-faire*, see section 5.1.2.), whether it be a matter of driving a car, playing the violin or chairing a meeting, depend more on the ability to carry out procedures than on declarative knowledge, but this skill may be facilitated by the acquisition of 'forgettable' knowledge and be accompanied by forms of existential competence (for example relaxed attitude or tension in carrying out a task). Thus, in the example quoted above, driving a car, which through repetition and experience becomes a series of almost automatic processes (declutching, changing gear, etc.), initially requires an explicit break-down of conscious and verbalisable operations ('Slowly release the clutch pedal, slip into third gear, etc.') and the acquisition of certain facts (there are three pedals in a manual car set out as follows, etc.) which one does not have to consciously think about once one 'knows how to drive'. When one is learning to drive, one generally needs a high level of concentration and heightened self-awareness since one's own self-image is particularly vulnerable (risk of failure, of appearing incompetent). Once the skills have been mastered, the driver can be expected to be much more at ease and self-confident; otherwise this would be disconcerting for passengers and other motorists. Clearly, it would not be difficult to draw parallels with certain aspects of language learning (e.g. pronunciation and some parts of grammar, such as inflexional morphology).

Existential competence (*savoir-être*, see 5.1.3.) may be considered as the sum of the individual characteristics, personality traits and attitudes which concern, for example, self-image

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and one's view of others and willingness to engage with other people in social interaction. This type of competence is not seen simply as resulting from immutable personality characteristics. It includes factors which are the product of various kinds of acculturation and may be modified.

These personality traits, attitudes and temperaments are parameters which have to be taken into account in language learning and teaching. Accordingly, even though they may be difficult to define, they should be included in a framework of reference. They are considered to be part of an individual's general competences and therefore an aspect of his or her abilities. In so far as they are capable of being acquired or modified in use and through learning (for example, of one or more languages), attitude formation may be an objective. As has frequently been noted, existential competences are culture-related and therefore sensitive areas for inter-cultural perceptions and relations: the way one member of a specific culture expresses friendliness and interest may be perceived by someone from another culture as aggressive or offensive.

Ability to learn (*savoir apprendre*, see 5.1.4.) mobilises existential competence, declarative knowledge and skills, and draws on various types of competence. Ability to learn may also be conceived as 'knowing how, or being disposed, to discover "otherness"' – whether the other is another language, another culture, other people or new areas of knowledge.

Whilst the notion of ability to learn is of general application, it is particularly relevant to language learning. Depending on the learners in question, the ability to learn may involve varying degrees and combinations of such aspects of existential competence, declarative knowledge and skills and know-how as:

- Existential competence: e.g. a willingness to take initiatives or even risks in face-to-face communication, so as to afford oneself the opportunity to speak, to prompt assistance from the people with whom one is speaking, such as asking them to rephrase what they have said in simpler terms, etc; also listening skills, attention to what is said, heightened awareness of the risks of cultural misunderstanding in relations with others.
- Declarative knowledge: e.g. knowledge of what morpho-syntactical relations correspond to given declension patterns for a particular language; or, awareness that there may be a taboo or particular rituals associated with dietary or sexual practices in certain cultures or that they may have religious connotations.
- Skills and know-how: e.g. facility in using a dictionary or being able to find one's way easily around a documentation centre; knowing how to manipulate audiovisual or computer media (e.g. the Internet) as learning resources.

For the same individual there can be many variations in the use of skills and know-how and the ability to deal with the unknown:

- Variations according to the event, depending on whether the individual is dealing with new people, a totally unknown area of knowledge, an unfamiliar culture, a foreign language.
- Variations according to context: faced with the same event (e.g. parent/child relationships in a given community), the processes of discovery and seeking meaning will doubtless be different for an ethnologist, tourist, missionary, journalist, educator or doctor, each acting according to his or her own discipline or outlook.

Approach adopted

- Variations according to the prevailing circumstances and past experience: it is quite probable that the skills applied in learning a fifth foreign language will be different from those applied in learning the first.

Such variations should be considered alongside concepts such as 'learning styles' or 'learner profiles' as long as the latter are not regarded as being immutably fixed once and for all.

For learning purposes, the strategies selected by the individual in order to accomplish a given task will depend on the diversity of the various abilities to learn at his/her disposal. But it is also through the diversity of learning experiences, provided they are not compartmentalised nor strictly repetitive, that the individual extends his/her ability to learn.

2.1.2 Communicative language competence

Communicative language competence can be considered as comprising several components: **linguistic**, **sociolinguistic** and **pragmatic**. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how. **Linguistic competences** include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations. This component, considered here from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organisation and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability). Knowledge may be conscious and readily expressible or may not (e.g. once again in relation to mastery of a phonetic system). Its organisation and accessibility will vary from one individual to another and vary also within the same individual (e.g. for a plurilingual person depending on the varieties inherent in his or her plurilingual competence). It can also be held that the cognitive organisation of vocabulary and the storing of expressions, etc. depend, among other things, on the cultural features of the community or communities in which the individual has been socialised and where his or her learning has occurred.

Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

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All the categories used here are intended to characterise areas and types of competences internalised by a social agent, i.e. internal representations, mechanisms and capacities, the cognitive existence of which can be considered to account for observable behaviour and performance. At the same time, any learning process will help to develop or transform these same internal representations, mechanisms and capacities.

Each of these components will be examined in more detail in Chapter 5.

2.1.3 Language activities

The language learner/user's communicative language competence is activated in the performance of the various **language activities**, involving **reception, production, interaction** or **mediation** (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both.

As processes, **reception** and **production** (oral and/or written) are obviously primary, since both are required for interaction. In this Framework, however, the use of these terms for language activities is confined to the role they play in isolation. Receptive activities include silent reading and following the media. They are also of importance in many forms of learning (understanding course content, consulting textbooks, works of reference and documents). Productive activities have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them (judgements made of what has been submitted in writing or of fluency in speaking and delivering oral presentations).

In **interaction** at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication.

In both the receptive and productive modes, the written and/or oral activities of **mediation** make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies.

What is the Common European Framework?

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages. The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility.

The taxonomic nature of the Framework inevitably means trying to handle the great complexity of human language by breaking language competence down into separate components. This confronts us with psychological and pedagogical problems of some depth. Communication calls upon the whole human being. The competences separated and classified below interact in complex ways in the development of each unique human personality. As a social agent, each individual forms relationships with a widening cluster of overlapping social groups, which together define identity. In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole.

The Framework includes the description of 'partial' qualifications, appropriate when only a more restricted knowledge of a language is required (e.g. for understanding rather than speaking), or when a limited amount of time is available for the learning of a third or fourth language and more useful results can perhaps be attained by aiming

at, say, recognition rather than recall skills. Giving formal recognition to such abilities will help to promote plurilingualism through the learning of a wider variety of European languages.

An action-oriented approach

A comprehensive, transparent and coherent frame of reference for language learning, teaching and assessment must relate to a very general view of language use and learning. The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. We speak of ‘tasks’ in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent.

Accordingly, any form of language use and learning could be described as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

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- *Language activities* involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.
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- *Text* is any sequence or discourse (spoken and/or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as a support or as a goal, as product or process.
- *Domain* refers to the broad sectors of social life in which social agents operate. A higher order categorisation has been adopted here limiting these to major categories relevant to language learning/teaching and use: the educational, occupational, public and personal domains.
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If it is accepted that the different dimensions highlighted above are interrelated in all forms of language use and learning, then any act of language learning or teaching is in some way concerned with each of these dimensions: strategies, tasks, texts, an individual's general competences, communicative language competence, language activities, language processes, contexts and domains.

At the same time, it is also possible in learning and teaching that the objective, and therefore assessment, may be focused on a particular component or sub-component (the other components then being considered as means to an end, or as aspects to be given more emphasis at other times, or as not being relevant to the circumstances). Learners, teachers, course designers, authors of teaching material and test designers are inevitably involved in this process of focusing on a particular dimension and deciding on the extent to which other dimensions should be considered and ways of taking account of these: this is illustrated with examples below. It is immediately clear, however, that although the often stated aim of a teaching/learning programme is to develop communication skills (possibly because this is most representative of a methodological approach?), certain programmes in reality strive to achieve a qualitative or quantitative development of language activities in a foreign language, others stress performance in a particular domain, yet others the development of certain general competences, while others are primarily concerned with refining strategies. The claim that 'everything is connected' does not mean that the objectives cannot be differentiated.

Each of the main categories outlined above can be divided into sub-categories, still very generic, which will be looked at in the following chapters. Here, we are looking only at the various components of general competences, communicative competence, language activities and domains.

The general competences of an individual

The **general competences** of language learners or users (see section 5.1.) consist in particular of their **knowledge**, **skills** and **existential competence** and also their **ability to learn**: **Knowledge**, i.e. declarative knowledge (*savoir*, see 5.1.1.), is understood as knowledge resulting from experience (empirical knowledge) and from more formal learning (academic knowledge). All human communication depends on a shared knowledge of the world. As far as language use and learning are concerned, the knowledge which comes into play is not directly related exclusively to language and culture. Academic knowledge in a scientific or technical educational field, and academic or empirical knowledge in a professional field clearly have an important part to play in the reception and understanding of texts in a foreign language relating to those fields. Empirical knowledge relating to day-to-day living (organisation of the day, mealtimes, means of transport, communication and information), in the public or private domains is, however, just as essential for the management of language activities in a foreign language. Knowledge of the shared values and beliefs held by social groups in other countries and regions, such as religious beliefs, taboos, assumed common history, etc., are essential to intercultural communication. These multiple areas of knowledge vary from individual to individual. They may be culture-specific, but nevertheless also relate to more universal parameters and constants.

Any new knowledge is not simply added onto the knowledge one had before but is conditioned by the nature, richness and structure of one's previous knowledge and, furthermore, serves to modify and restructure the latter, however partially. Clearly, the knowledge which an individual has already acquired is directly relevant to language learning. In many cases, methods of teaching and learning pre-suppose this awareness of the world. However, in certain contexts (e.g. immersion, attending school or university where the language of tuition is not one's mother tongue), there is simultaneous and correlated enrichment of linguistic and other knowledge. Careful consideration must then be given to the relationship between knowledge and communicative competence.

Skills and **know-how** (*savoir-faire*, see section 5.1.2.), whether it be a matter of driving a car, playing the violin or chairing a meeting, depend more on the ability to carry out procedures than on declarative knowledge, but this skill may be facilitated by the acquisition of 'forgettable' knowledge and be accompanied by forms of existential competence (for example relaxed attitude or tension in carrying out a task). Thus, in the example quoted above, driving a car, which through repetition and experience becomes a series of almost automatic processes (declutching, changing gear, etc.), initially requires an explicit break-down of conscious and verbalisable operations ('Slowly release the clutch pedal, slip into third gear, etc.') and the acquisition of certain facts (there are three pedals in a manual car set out as follows, etc.) which one does not have to consciously think about once one 'knows how to drive'. When one is learning to drive, one generally needs a high level of concentration and heightened self-awareness since one's own self-image is particularly vulnerable (risk of failure, of appearing incompetent). Once the skills have been mastered, the driver can be expected to be much more at ease and self-confident; otherwise this would be disconcerting for passengers and other motorists. Clearly, it would not be difficult to draw parallels with certain aspects of language learning (e.g. pronunciation and some parts of grammar, such as inflexional morphology).

Existential competence (*savoir-être*, see 5.1.3.) may be considered as the sum of the individual characteristics, personality traits and attitudes which concern, for example, self-image

and one's view of others and willingness to engage with other people in social interaction. This type of competence is not seen simply as resulting from immutable personality characteristics. It includes factors which are the product of various kinds of acculturation and may be modified.

These personality traits, attitudes and temperaments are parameters which have to be taken into account in language learning and teaching. Accordingly, even though they may be difficult to define, they should be included in a framework of reference. They are considered to be part of an individual's general competences and therefore an aspect of his or her abilities. In so far as they are capable of being acquired or modified in use and through learning (for example, of one or more languages), attitude formation may be an objective. As has frequently been noted, existential competences are culture-related and therefore sensitive areas for inter-cultural perceptions and relations: the way one member of a specific culture expresses friendliness and interest may be perceived by someone from another culture as aggressive or offensive.

Ability to learn (*savoir apprendre*, see 5.1.4.) mobilises existential competence, declarative knowledge and skills, and draws on various types of competence. Ability to learn may also be conceived as 'knowing how, or being disposed, to discover "otherness"' – whether the other is another language, another culture, other people or new areas of knowledge.

Whilst the notion of ability to learn is of general application, it is particularly relevant to language learning. Depending on the learners in question, the ability to learn may involve varying degrees and combinations of such aspects of existential competence, declarative knowledge and skills and know-how as:

- Existential competence: e.g. a willingness to take initiatives or even risks in face-to-face communication, so as to afford oneself the opportunity to speak, to prompt assistance from the people with whom one is speaking, such as asking them to rephrase what they have said in simpler terms, etc; also listening skills, attention to what is said, heightened awareness of the risks of cultural misunderstanding in relations with others.
- Declarative knowledge: e.g. knowledge of what morpho-syntactical relations correspond to given declension patterns for a particular language; or, awareness that there may be a taboo or particular rituals associated with dietary or sexual practices in certain cultures or that they may have religious connotations.
- Skills and know-how: e.g. facility in using a dictionary or being able to find one's way easily around a documentation centre; knowing how to manipulate audiovisual or computer media (e.g. the Internet) as learning resources.

For the same individual there can be many variations in the use of skills and know-how and the ability to deal with the unknown:

- Variations according to the event, depending on whether the individual is dealing with new people, a totally unknown area of knowledge, an unfamiliar culture, a foreign language.
- Variations according to context: faced with the same event (e.g. parent/child relationships in a given community), the processes of discovery and seeking meaning will doubtless be different for an ethnologist, tourist, missionary, journalist, educator or doctor, each acting according to his or her own discipline or outlook.

- Variations according to the prevailing circumstances and past experience: it is quite probable that the skills applied in learning a fifth foreign language will be different from those applied in learning the first.

Such variations should be considered alongside concepts such as 'learning styles' or 'learner profiles' as long as the latter are not regarded as being immutably fixed once and for all.

For learning purposes, the strategies selected by the individual in order to accomplish a given task will depend on the diversity of the various abilities to learn at his/her disposal. But it is also through the diversity of learning experiences, provided they are not compartmentalised nor strictly repetitive, that the individual extends his/her ability to learn.

Communicative language competence

Communicative language competence can be considered as comprising several components: **linguistic**, **sociolinguistic** and **pragmatic**. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how. **Linguistic competences** include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations. This component, considered here from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organisation and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability). Knowledge may be conscious and readily expressible or may not (e.g. once again in relation to mastery of a phonetic system). Its organisation and accessibility will vary from one individual to another and vary also within the same individual (e.g. for a plurilingual person depending on the varieties inherent in his or her plurilingual competence). It can also be held that the cognitive organisation of vocabulary and the storing of expressions, etc. depend, among other things, on the cultural features of the community or communities in which the individual has been socialised and where his or her learning has occurred.

Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

All the categories used here are intended to characterise areas and types of competences internalised by a social agent, i.e. internal representations, mechanisms and capacities, the cognitive existence of which can be considered to account for observable behaviour and performance. At the same time, any learning process will help to develop or transform these same internal representations, mechanisms and capacities.

Language activities

The language learner/user's communicative language competence is activated in the performance of the various **language activities**, involving **reception**, **production**, **interaction** or **mediation** (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both.

As processes, **reception** and **production** (oral and/or written) are obviously primary, since both are required for interaction. In this Framework, however, the use of these terms for language activities is confined to the role they play in isolation. Receptive activities include silent reading and following the media. They are also of importance in many forms of learning (understanding course content, consulting textbooks, works of reference and documents). Productive activities have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them (judgements made of what has been submitted in writing or of fluency in speaking and delivering oral presentations).

In **interaction** at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication.

In both the receptive and productive modes, the written and/or oral activities of **mediation** make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies.

CEFR Illustrative descriptors

The illustrative descriptors appear at the first level at which a user/learner is most likely to be able to perform the task described. This is the level at which the descriptor is most likely to be relevant as a curriculum aim: it is the level at which it is reasonable to develop the ability to do what is described. That descriptor would be a challenging, but by no means impossible, aim for user/learners at the level below. Indeed, for some types of learners, with a particular talent, experience or motivation in the area described, it could well be a fully appropriate goal (CEFR Companion Volume, 2018).

See below for more detail about common reference levels and how to read the CEFR scales of illustrative descriptors.

Extracts from CEFR (2001)

3.6 Content coherence in Common Reference Levels

An analysis of the functions, notions, grammar and vocabulary necessary to perform the communicative tasks described on the scales could be part of the process of developing new sets of language specifications.

- **Level A1 (Breakthrough)** – is considered the lowest level of generative language use – the point at which the learner can *interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics*, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases.
 - **Level A2** does appear to reflect the level referred to by the **Waystage** specification. It is at this level that the majority of descriptors stating social functions are to be found, like *use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers*. Here too are to be found descriptors on getting out and about: the simplified cut-down version of the full set of transactional specifications in ‘The Threshold Level’ for adults living abroad, like: *make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services*.
 - The next band represents a **strong Waystage (A2+)** performance. What is noticeable here is more active participation in conversation given some assistance and certain limitations, for example: *initiate, maintain and close simple, restricted face-to-face conversation; understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary; communicate successfully on*

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basic themes if he/she can ask for help to express what he wants to; deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted; plus significantly more ability to sustain monologues, for example: express how he/she feels in simple terms; give an extended description of everyday aspects of his/her environment e.g. people, places, a job or study experience; describe past activities and personal experiences; describe habits and routines; describe plans and arrangements; explain what he/she likes or dislikes about something; give short, basic descriptions of events and activities; describe pets and possessions; use simple descriptive language to make brief statements about and compare objects and possessions.

- **Level B1** reflects the **Threshold Level** specification for a visitor to a foreign country and is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; exploit a wide range of simple language flexibly to express much of what he or she wants to; maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint; take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction; ask someone to clarify or elaborate what they have just said.
- The subsequent band seems to be a **Strong Threshold (B1+)**. The same two main features continue to be present, with the addition of a number of descriptors which focus on the exchange of quantities of information, for example: take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describesymptomsto a doctor) but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do some-

thing, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

- **Level B2** represents a new level as far above B1 (Threshold) as A2 (Waystage) is below it. It is intended to reflect the Vantage Level specification. The metaphor is that, having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way. This concept does seem to be borne out to a considerable extent by the descriptors calibrated at this level. They represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument: *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.* Secondly, running right through the level there are two new focuses. The first is being able to more than hold your own in social discourse: e.g. *converse naturally, fluently and effectively; understand in detail what is said to him/her in the standard spoken language even in a noisy environment; 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; use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation; sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.* The second new focus is a new degree of language awareness: *correct mistakes if they have led to misunderstandings; make a note of 'favourite mistakes' and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them; plan what is to be said and the means to say it, considering the effect on the recipient/s.* In all, this does seem to be a new threshold for a language learner to cross.
- At the next band – representing a **Strong Vantage (B2+)** performance – the focus on argument, effective social discourse and on language awareness which appears at B2 (Vantage) continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): *give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; relate own contribution skilfully to those of other speakers.* It is also apparent in relation to coherence/cohesion: *use a limited number of cohesive devices to link sentences together smoothly into clear, connected discourse; use a variety of linking words efficiently to mark clearly the relationships between ideas; develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.* Finally, it is at this band that there is a concentration of items on negotiating: *outline a case for compensation, using persuasive language and simple arguments to demand satisfaction; state clearly the limits to a concession.*

- **Level C1**, the next band, was labelled *Effective Operational Proficiency*. What seems to characterise this level is good access to a broad range of language, which allows fluent, spontaneous communication, as illustrated by the following examples: *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.* The discourse skills characterising the previous band continue to be evident at Level C1, with an emphasis on more fluency, for example: *select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking; produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.*
- **Level C2**, whilst it has been termed '**Mastery**', is not intended to imply native-speaker or near native-speaker competence. What is intended is to characterise the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. Descriptors calibrated here include: *convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices; has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.*

The Common Reference Levels can be presented and exploited in a number of different formats, in varying degrees of detail. Yet the existence of fixed points of common reference offers transparency and coherence, a tool for future planning and a basis for further development. The intention of providing a concrete illustrative set of descriptors, together with criteria and methodologies for the further development of descriptors, is to help decision-makers design applications to suit their contexts.

3.7 How to read the scales of illustrative descriptors

The levels used are the six main levels introduced in Chapter 3: A1 (*Breakthrough*), A2 (*Waystage*), B1 (*Threshold*), B2 (*Vantage*), C1 (*Effective Operational Proficiency*) and C2 (*Mastery*). The levels in the middle part of the scale – *Waystage*, *Threshold* and *Vantage* – often have a subdivision represented by a thin line, as mentioned above. Where this is the case, descriptors below the thin line represent the criterion level concerned. Descriptors placed above the line define a level of proficiency which is significantly higher than that represented by the criterion level, but which does not achieve the standard for the following level. The basis for this distinction is the empirical calibration. Where there is no subdivision of A2 (*Waystage*), B1 (*Threshold*) or B2 (*Vantage*), the descriptor represents the criterion level. In those cases no formulation was found to fall between the two criterion levels concerned.

Some people prefer to read a scale of descriptors from the lowest to the highest levels; some prefer the reverse. For consistency all scales are presented with C2 (*Mastery*) at the top, and A1 (*Breakthrough*) at the bottom.

Each level should be taken to subsume the levels below it on the scale. That is to say, someone at B1 (*Threshold*) is considered also to be able to do whatever is stated at A2

(*Waystage*), to be better than what is stated at A2 (*Waystage*). That means that provisos attached to a performance placed at A2 (*Waystage*) for example '*provided speech is clearly and slowly articulated*' will have less force, or be non-applicable to a performance at B1 (*Threshold*).

Not every element or aspect in a descriptor is repeated at the following level. That is to say that entries at each level describe selectively what is seen as salient or new at that level. They do not systematically repeat all the elements mentioned at the level below with a minor change of formulation to indicate increased difficulty.

Not every level is described on all scales. It is difficult to draw conclusions from the absence of a particular area at a particular level, since this could be due to one of several different reasons, or to a combination of them:

- The area exists at this level: some descriptors were included in the research project, but were dropped in quality control;
- The area probably exists at this level: descriptors could presumably be written, but haven't been;
- The area may exist at this level: but formulation seems to be very difficult if not impossible;
- The area doesn't exist or isn't relevant at this level; a distinction cannot be made here.

If users of the Framework wish to exploit the descriptor bank they will need to take a view on the question of what to do about gaps in the descriptors provided. It may well be the case that gaps can be plugged by further elaboration in the context concerned, and/or by merging material from the user's own system. On the other hand some gaps may still – rightly – remain. It might be the case that a particular category is not relevant towards the top or bottom of the set of levels. A gap in the middle of a scale may, on the other hand, indicate that a meaningful distinction cannot easily be formulated.

3.9 Proficiency levels and achievement grades

An important distinction in relation to scaling can be made between the definition of levels of proficiency, as in a scale of Common Reference Levels, and the assessment of degrees of achievement in relation to an objective at one particular level. A proficiency scale, like the Common Reference Levels, defines a series of ascending bands of proficiency. It may cover the whole conceptual range of learner proficiency, or it may just cover the range of proficiency relevant to the sector or institution concerned. Being assessed as Level B2 may represent a tremendous achievement for one learner (assessed as Level B1 only two months previously), but a mediocre performance for another (already assessed as Level B2 two years previously).

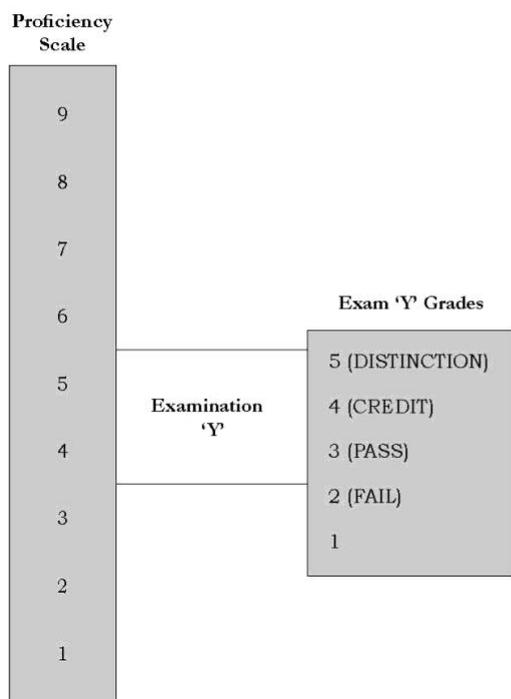


Figure 7

A particular objective may be situated at a certain level. In Figure 7, examination 'Y' aims to cover the band of proficiency represented by Levels 4 and 5 on the proficiency scale. There may be other examinations aimed at different levels, and the proficiency scale may be used to help make transparent the relationship between them. This is the idea behind the English-speaking Union (ESU) Framework project for examinations in English as a Foreign Language, and of the ALTE scheme to relate examinations for different European languages to each other.

Achievement in examination 'Y' may be assessed in terms of a grading scale, let us say 1–5, in which a '3' is the norm representing a Pass. Such a grading scale may be used for direct assessment of performance in subjectively marked papers – typically for Speaking and for Writing – and/or may be used to report the examination result. Examination 'Y' may be part of a suite of examinations 'X', 'Y' and 'Z'. Each examination may well have a grading scale in a similar style. But it is obvious that a Grade 4 in Examination X does not mean the same thing as a Grade 4 in Examination Y in terms of proficiency in the language. If Examinations 'X', 'Y', and 'Z' have all been situated onto a common proficiency scale, then it should be possible, over a period of time, to establish the relationship between the grades on one examination in the series with the grades on the others. This can be achieved through a process of pooling expertise, analysing specifications, comparing official samples and scaling candidates' results.

It is possible to establish the relationship between examination grades and proficiency levels in this way because examinations have, by definition, a standard and a group of trained assessors capable of interpreting that standard. It is necessary to make the common standards explicit and transparent, provide examples which operationalise the standards, and then scale them.

Assessment of achievement in schools in many countries is through achievement grades (*notes, Noten*), sometimes 1–6, with 4 as the Pass, norm or ‘satisfactory’ grade. What is meant by the various grades is internalised by the teachers in the context concerned, but rarely defined. The nature of the relationship between teacher assessment grades and proficiency levels is in principle the same as that between examination grades and proficiency levels. But the issue is further complicated by the fact that there will be a myriad of standards involved. This is because, apart from the question of the form of assessment used and degree of common interpretation of grades by teachers in any one context, each school year in each type of school in each educationally distinct region will naturally constitute a different standard. A ‘4’ at the end of the fourth year obviously does not mean the same as a ‘4’ at the end of the third year in the same secondary school. Nor will a ‘4’ for the end of the fourth year mean the same thing in two different kinds of school.

Nevertheless, it is possible to establish an approximate relationship between the range of standards in use in a particular sector and proficiency levels. This can be achieved through a cumulative process employing such techniques as the following. Standard definitions can be provided for different grades of achievement of the same objective. Teachers can be asked to profile average achievement onto an existing proficiency scale or grid such as Table 1 and Table 2. Representative samples of performance can be collected and calibrated to a scale in joint rating sessions. Teachers can be asked to rate previously standardised videos with the grades they normally give their students.

Common Reference Levels: global scale

| | | |
|------------------|----|---|
| Proficient User | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

| WRITTEN PRODUCTION | |
|-----------------------------------|---|
| 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. Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme. |
| 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 give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences. |
| Pre-A1 | Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary. |

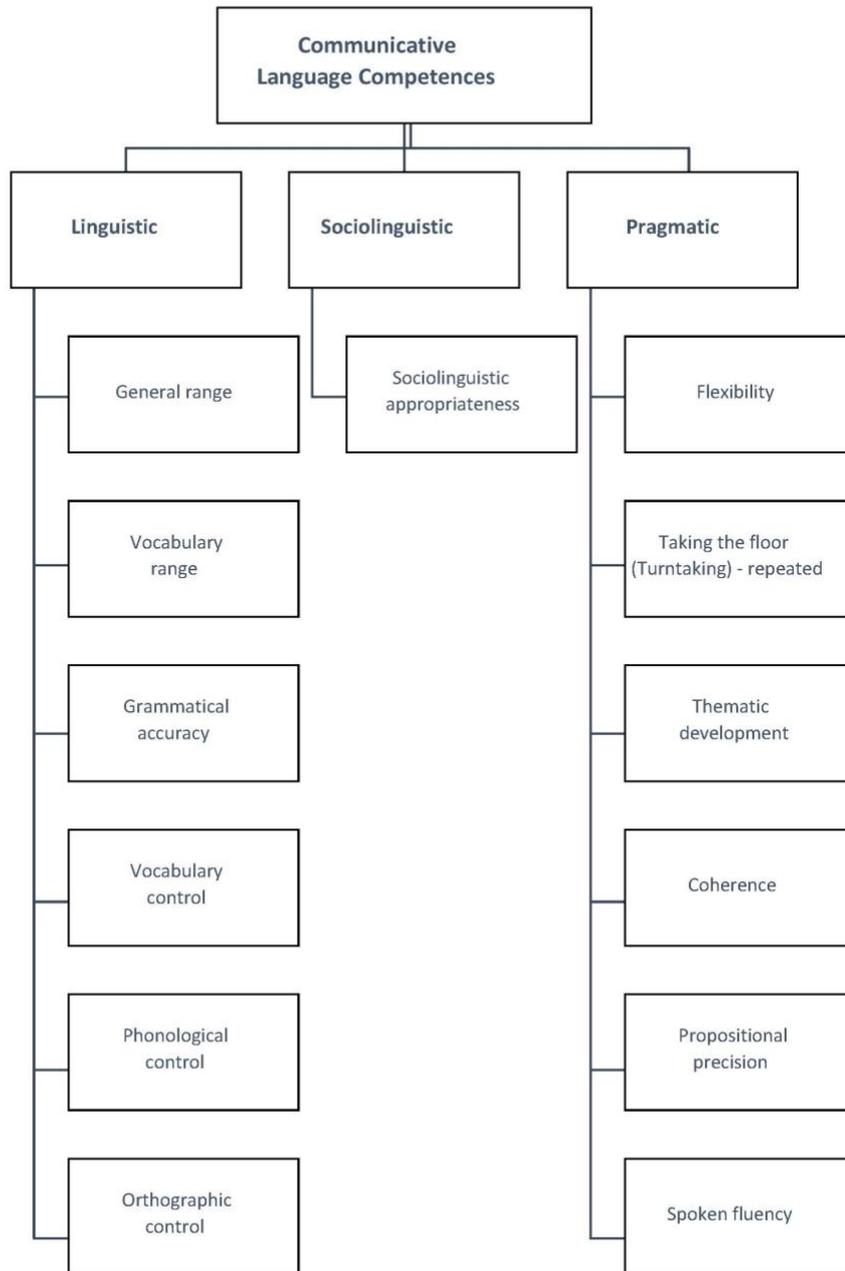
| WRITTEN INTERACTION | |
|------------------------------------|--|
| OVERALL WRITTEN INTERACTION | |
| C2 | Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction. |
| C1 | Can express him/herself with clarity and precision, relating 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. |
| Pre-A1 | Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary. |

MEDIATION

TRANSLATING A WRITTEN TEXT IN WRITING

| | |
|---------------|---|
| C2 | Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned. |
| C1 | Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original. |
| B2 | Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original. |
| | Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly. |
| B1 | Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur, the translation remains comprehensible. |
| | Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible. |
| A2 | Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible. |
| A1 | Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning. |
| Pre-A1 | <i>No descriptors available</i> |

Some of the aspects below are only relevant for speaking or writing.



Marking vs. grading in GCSE

In the GCSE examination system, marking and grading are two separate activities. Students' scripts are in most cases marked by independent examiners according to mark schemes. Most marking is done online and, where appropriate, scripts are split into items and distributed amongst examiners, so that a single student's script is marked by multiple examiners. For any particular qualification, examiners and students do not know what the grade boundaries will be in advance of an examination session.

When the majority of raw marks are in the system, the grade boundaries are determined through the 'awarding' or 'grading' process. For GCSEs, grades range from 1 to 9, 9 being the highest grade.

Reported grades are determined across all of the papers that may constitute assessment for one qualification (e.g. GCSE French consists of papers in writing, speaking, listening and reading). The raw marks are summed across all these papers, and grade boundaries are set on this overall mark scale. The relationship between marks and grades is illustrated in Figure 1. In the context of this study, the term "grade" refers to the less fine grained scale, i.e. 1 to 9, rather than to individual paper or overall raw "mark".

In this example, all students who achieved overall marks from about 240 to 300 across several papers that they have sat within one subject (e.g. GCSE French papers for writing, speaking, listening and reading) would have achieved grade 9 overall in their French GCSE. Notional grades are determined for individual papers too, but they are determined by where overall qualification grade boundaries are set. A student will not need to have achieved a 9 in all four papers they sat in order to get 9 overall for instance, and vice versa.

In this study, the examples of GCSE student work (scripts) for individual papers have been chosen based on the grade on individual paper, rather than overall qualification. Thus, an example of grade 9 in writing may not have achieved a 9 overall.

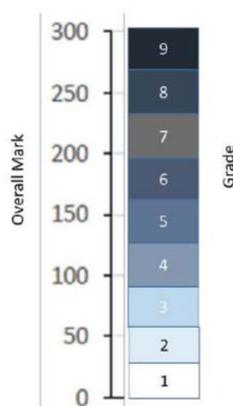


Figure 1. *The relationship between marks and grades in GCSE examinations.*

| SPOKEN PRODUCTION | |
|----------------------------------|--|
| OVERALL SPOKEN PRODUCTION | |
| | PROSIGN |
| 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. |
| B2 | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. |
| | 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. |
| Pre-A1 | Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality). |

=

| SPOKEN INTERACTION | |
|----------------------------|--|
| OVERALL SPOKEN INTERACTION | PROSIGN |
| 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 speakers of the target language 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. |
| Pre-A1 | Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information. |

Appendix C. Familiarisation materials – receptive skills

Survey tool contents

1. CEFR familiarisation and training - receptive skills

This is the second part of your familiarisation. It is concerned with the receptive skills - reading and listening comprehension.

We have set up this survey tool to take you through some familiarisation exercises. We would like you to use these activities to form or refresh your understanding of the way CEFR describes language comprehension skills and the relevant aspects of language competence it values.

This will help reach a common understanding regarding how to interpret different language proficiency levels on CEFR scales and which aspects of language competence are important in CEFR terms. It will be important for the success of this study that you feel comfortable that you understand the main CEFR descriptor scales and recognise the aspects of language competence that come through as important in CEFR descriptors at different levels.

The tool will take you through several activities. You will:

- Provide some information about yourself
- Think about what features affect the demand of reading or listening tasks
- Refresh your knowledge of the global CEFR scale
- Do some exercises specifically related to reading and listening comprehension CEFR scales and example tasks which are already empirically benchmarked on the CEFR scale
- Have an opportunity to familiarise yourself with reading and listening comprehension GCSE papers
- Engage with some examples of GCSE comprehension tasks and have a go at deciding on their level on the CEFR scale

In order to complete these activities, some reading will be required before most tasks. Some printed materials have been sent to you in the post. Links to additional documents and examples of tasks and items are included in this tool and are also included in your instructions. Please follow the steps and instructions throughout as some questions will require you to do an activity outside of this tool and then return to it to enter your answers.

Completing these activities should take about 3.5 hours. Consider breaking this up into chunks rather than completing all activities in one sitting. The deadline to submit this survey is evening on 4th March.

You can save your responses at any point and return to the tool later. Please use your personal email address for this, NOT the Ofqual one provided for login to the document sharing hub. If you need to leave the tool inactive in order to read task examples or other materials, we would advise that you save the responses at that point to avoid the risk of the tool timing out. Unfortunately it is not possible to save

without leaving the tool, but it is not difficult to log into it again. Check your junk mail if you do not get the email with the link to continue the survey. If you cannot locate the continuation link, get in touch and we will send it to you.

We are hoping to answer a very important question about performance and grading standards in GCSE MFLs through this study, and we thank you for taking part and providing your expertise. We could not do it without you!

2. Judge details

Please provide your judge ID *

Please provide your initials *

Please tell us a bit about your current experience of item writing and standard setting: *

| | None | Some | Significant |
|--|--------------------------|--------------------------|--------------------------|
| I have experience writing reading/listening comprehension tasks in German. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have experience writing reading/listening comprehension tasks in another language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have experience writing reading/listening comprehension tasks targeted at specific CEFR levels. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have experience of standard setting on language tests using methods such as Angoff, Basket, Bookmark, Body of Work, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Standard linking for reading and listening comprehension tests - the basic question

During the panel meetings on 7th and 8th March, we will conduct a standard linking exercise for GCSE reading and listening comprehension tests to the CEFR scale using a procedure called the "Basket method". You will be required to consider the tasks from the June 2018 reading and listening comprehension tests and give an answer to the following question for each task:

"Which is the first CEFR level describing learners who can answer this task correctly?"

In order to answer this question for each task, you will need to form a judgement about the features that contribute to the demand of the task, and also consider how these features would interact with the performance features of students at a particular CEFR level. This judgement does not imply that students at a lower level should not give the correct response; it only means that (in the eyes of the panel member) a correct response should not reasonably be required at lower levels.

To answer this question for each task, you will need to focus on the **demand of each task** based on its various features and effectively consider each task as an **exemplar of other possible similar tasks**.

It is usually not possible to predict accurately how any task will be received by any specific sample of students in a specific test. Sometimes, what appears to be a reasonably low demand task based on its features may perhaps turn out to be difficult for the specific candidates taking the exam for a number of reasons unknown to the standard setting panel. This is why it is usually conceptually simpler to focus on the key task features, apparent in the task itself, that are likely to affect demand and not worry too much about how this task may have performed on the actual test.

The following activities will help you to consider different features that can affect task demand, and how you might make judgements about task demands for different CEFR levels.

4. Which features contribute to the demand of reading comprehension tasks?

Please list the features that, in your opinion and/or from experience, can be manipulated to make the following elements of a reading comprehension task more or less difficult: The text: *

Items: *

Translation from German into English: *

5. Text and item interaction

In thinking about the previous task, you probably noticed that it is usually not possible to consider the demand of the text and an associated item completely separately. It is usually necessary to consider the whole task, which involves the item, relevant parts of the text which the item refers to, any intentionally distracting parts of the text, and the interaction between these elements. Please read this text (document 1 in your pack) summarising some key aspects of comprehension task difficulty. Think about how much this aligns with what you wrote on the previous page. List any features from this text that you did not think of but would agree could contribute to overall task difficulty. *

Are there any that you do not consider relevant? *

6. CEFR illustrative descriptors - revision

Now please remind yourself of the CEFR global scale (document 3 in your familiarisation for productive skills pack).

Please also have a look at [this table](#), (table A3 in your pack), summarising relevant qualitative factors for reception skills in a bit more detail.

In general, remember that global CEFR descriptors summarise the **threshold (criterion) abilities of learners that belong to a level**. Learners that do not have the abilities listed in the descriptor (at least to an extent) for a particular CEFR level will be at the level below (perhaps at the top of the level below).

In the CEFR scales specific to reading and listening comprehension (documents 4, 4a, 8 and 8a in your pack), some levels have been divided into two - the threshold level and the "plus" level. The plus level describes learners at the top of the level. These learners will have a full range of the threshold skills and abilities and possibly some elements of the level above.

Where a level has not been divided into two, the descriptor represents the threshold (criterion) for that level.

7. Examples of reading comprehension tasks at different CEFR levels

Now please look at the examples of reading tasks at different CEFR levels Using documents 4, 6 and table A3 from your receptive familiarisation pack, briefly state (perhaps by pulling out 3-4 key features or using keywords) the most salient aspects

that distinguish between tasks targeted at the following levels. Take into account that each task may only be focusing on testing one aspect of the skills required at a particular CEFR level.

A1 vs. A2: *

B1 vs. A2: *

B1 vs. B2: *

8. Practice determining reading comprehension task CEFR level

Please consider the following CEFR benchmarked tasks

For each task, answer the following question:

Which is the first CEFR level describing learners who can answer this task correctly?

Use the scales in documents 4, 4a, 6, 6a and table A3 to help you make your judgement for each task. Remember that the CEFR descriptors summarise the threshold abilities of learners at each level. Learners who do not exhibit these abilities at least to some degree belong to the level below (perhaps at the top of the level below). The learners described by the plus descriptors will have all of the threshold skills of their level and some elements of the level above. Therefore, each task may be targeted at the threshold level, or somewhat higher but still within the same overall level. Remember that each task may only be focusing on testing one aspect of the skills required at a particular CEFR level.

Consider the demand of each item in the context of the demand of the relevant parts of the text it refers to. Do not compare the tasks to each other. Consider each task on its own, thinking about its features and the CEFR level of skill required to answer it correctly. This judgement does not imply that students at a lower CEFR level should not give the correct response; it only means that (in the eyes of the panel member) a correct response should not reasonably be required at lower CEFR levels. *

| | CEFR level |
|-------|----------------------|
| CGR02 | <input type="text"/> |
| CGR03 | <input type="text"/> |
| CGR04 | <input type="text"/> |

Please briefly justify your choice of level for each task. We will discuss your choices and any concerns you may have had when deciding on this at the start of the panel meetings.

9. Now look at the correct responses:



10. GCSE reading comprehension paper

Now please familiarise yourself with the GCSE reading paper (included at the end of your receptive skills familiarisation pack).

In order to link the Reading paper to the CEFR, you need to become very familiar with this paper and understand the various facets of all the tasks.

Therefore, please take the time now to complete the paper, writing your answers in the answer spaces provided on the question paper. Please also check your responses against the mark scheme.

You can save your progress on this survey tool now and return to it after you have completed the paper.

11. GCSE reading comprehension task demand in terms of CEFR levels

Please look at these GCSE task examples

For each task, answer the following question:

Which is the first CEFR level describing learners who can answer this task correctly?

Use the scales in documents 4, 4a, 6, 6a and table A3 to help you make your judgement for each task. Remember that the CEFR descriptors summarise the threshold abilities of learners at each level. Learners who do not exhibit these abilities at least to some degree belong to the level below (perhaps at the top of the level below). The learners described by the plus descriptors will have all of the threshold skills of their level and some elements of the level above. Therefore, each task may be targeted at the threshold level, or somewhat higher but still within the same overall level. Remember that each task may only be focusing on testing one aspect of the skills required at a particular CEFR level.

Consider the demand of each item in the context of the demand of the relevant parts of the text it refers to. Do not compare the tasks to each other. Consider each task on its own, thinking about its features and the CEFR level of skill required to answer it correctly. This judgement does not imply that students at a lower CEFR level should not give the correct response; it only means that (in the eyes of the panel member) a correct response should not reasonably be required at lower CEFR levels. *

| | CEFR level |
|------|--------------------------|
| A5.4 | <input type="checkbox"/> |
| A6.1 | <input type="checkbox"/> |
| B9.1 | <input type="checkbox"/> |

Please justify your choice for each task and note any concerns you might have about your choice. We will discuss this at the panel meeting.

12. Which features contribute to the demand of listening comprehension tasks?

We now turn our attention to listening comprehension tasks. Please list the features that, in your opinion and/or from experience, can be manipulated to make the following elements of listening comprehension tasks more or less difficult: The audio material: *

Items: *

13. Examples of listening comprehension tasks at different CEFR levels

Now please consider the examples of listening tasks at different CEFR levels. Each transcript document accompanying a task file contains a link to the audio material. The link will appear next to the title "Audio transcript" a few seconds after you open a transcript document. Using documents 6, 8 and table A3 from your receptive familiarisation pack, briefly state (perhaps by pulling out 3-4 key features or using keywords) the most salient aspects that distinguish between items at the following levels. Take into account that each task may only be focusing on testing one aspect of the skills required at a particular CEFR level. A1 vs. A2: *

A2 vs. B1: *

B1 vs. B2: *

B2 vs. C1: *

14. Practice determining listening comprehension task CEFR level

Please consider the following CEFR benchmarked listening comprehension tasks. The transcripts for these tasks do not contain audio links, so please make do by using the transcript itself for this purpose. The audio links reveal the CEFR level of the tasks, and we removed them so that you can have more fun doing this activity.

For each task, answer the following question:

Which is the first CEFR level describing learners who can answer this task correctly?

Use the scales in documents 6, 6a, 8, 8a and table A3 to help you make your judgement for each task. Remember that the CEFR descriptors summarise the threshold abilities of learners at each level. Learners who do not exhibit these abilities at least to some degree belong to the level below (perhaps at the top of the level below). The learners described by the plus descriptors will have all of the threshold skills of their level and some elements of the level above. Therefore, each task may be targeted at the threshold level, or somewhat higher but still within the same overall level. Remember that each task may only be focusing on testing one aspect of the skills required at a particular CEFR level.

Consider the demand of each item in the context of the demand of the relevant parts of the text it refers to. Do not compare the tasks to each other. Consider each task on its own, thinking about its features and the CEFR level of skill required to answer it correctly. This judgement does not imply that students at a lower CEFR level should not give the correct response; it only means that (in the eyes of the panel member) a correct response should not reasonably be required at lower CEFR levels. *

| | CEFR level |
|-------|--------------------------|
| CGL01 | <input type="checkbox"/> |
| CGL03 | <input type="checkbox"/> |
| CGL04 | <input type="checkbox"/> |
| CGL06 | <input type="checkbox"/> |
| CGL07 | <input type="checkbox"/> |

Please briefly justify your choice of level for each task. We will discuss your choices and any concerns you may have had when deciding on this at the start of the panel meetings.

15. Now look at the correct responses:

The picture can't be displayed.

16. GCSE listening comprehension assessment

Now please familiarise yourself with the GCSE listening comprehension paper, provided in your pack. The listening track is provided [here](#). The track is provided as individual files corresponding to each relevant item or set of items on the test. Note that there are many audio files in this location and not all of them are displayed on the first page; you will need to click on the arrow towards the bottom right of the page to move to the next page.

In order to link the listening paper to the CEFR, you need to become very familiar with this paper and understand the various facets of all the tasks.

Therefore, please take the time now to complete the paper, writing your answers in the answer spaces provided on the question paper. Please also check your responses against the mark scheme.

You can save your progress on this survey tool now and return to it after you have completed the paper.

17. GCSE listening comprehension task demand in terms of CEFR levels

Please consider these GCSE listening task examples

For each task, answer the following question:

Which is the first CEFR level describing learners who can answer this task correctly?

Use the scales in documents 6, 6a, 8, 8a and table A3 to help you make your judgement for each task. Remember that the CEFR descriptors summarise the threshold abilities of learners at each level. Learners who do not exhibit these abilities at least to some degree belong to the level below (perhaps at the top of the level below). The learners described by the plus descriptors will have all of the threshold skills of their level and some elements of the level above. Therefore, each task may be targeted at the threshold level, or somewhat higher but still within the

same overall level. Remember that each task may only be focusing on testing one aspect of the skills required at a particular CEFR level.

Consider the demand of each item in the context of the demand of the relevant parts of the text it refers to. Do not compare the tasks to each other. Consider each task on its own, thinking about its features and the CEFR level of skill required to answer it correctly. This judgement does not imply that students at a lower CEFR level should not give the correct response; it only means that (in the eyes of the panel member) a correct response should not reasonably be required at lower CEFR levels. *

| | CEFR level |
|-------|--------------------------|
| A12 | <input type="checkbox"/> |
| A15 | <input type="checkbox"/> |
| B33.1 | <input type="checkbox"/> |

Please justify your choice for each task and note any concerns you might have about your choice. We will discuss this at the panel meeting.

18. Familiarisation and training evaluation

Thank you for completing the familiarisation and training activities. Well done! Now please briefly evaluate the training provided. Tick one option for each statement below: *

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I found the instructions clear throughout. | <input type="checkbox"/> |
| I found the materials and activities easy to find and follow. | <input type="checkbox"/> |
| The materials and activities were effective in helping me understand the meaning of different CEFR levels for reception. | <input type="checkbox"/> |
| The materials and activities were effective in helping me familiarise myself with the relevant GCSE paper/specification. | <input type="checkbox"/> |

Comments:

How confident do you feel about the following: *

| | Very confident | Confident | Somewhat confident | Not confident |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand the distinction between CEFR levels for receptive skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have put the GCSE reading comprehension tasks into the correct rank order of difficulty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have put the GCSE listening comprehension tasks into the correct rank order of difficulty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have assigned the correct CEFR levels to GCSE reading comprehension tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have assigned the correct CEFR levels to GCSE listening comprehension tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Supporting documents and scales

1 GERMAN - RECEPTION

Familiarisation instructions - receptive skills -

The aim of the study

The aim of this study is to help us understand the overall standards in GCSE MFL and how these relate to an internationally widely used framework such as CEFR. In doing this, we will be in a better position to understand the potential desirability or acceptability of changing grading standards.

For the receptive skills, we will link GCSE and CEFR standards using a standard setting method called “Basket method” during the panel meetings on 7th and 8th March.

Purpose of the familiarisation task

The purpose of this familiarisation task is to ensure you are familiar with the relevant aspects of the CEFR performance descriptors relating to receptive skills and with the GCSE reading and listening comprehension assessments from June 2018.

The crucial part of the standard linking procedure you will take part in during the panel meetings is to judge the demands of different tasks in GCSE test in relation to CEFR performance descriptors. The activities included in this familiarisation activity will help you to consider what features of reading and listening comprehension tasks are likely to affect their demand. We will also provide initial explanation of how we will link standards of the comprehension tests to the CEFR. This will be expanded on and discussed in more detail at the start of panel meetings on 7th and 8th March.

It will be important for the success of the standard linking procedure which you will take part in during the panel meetings that you understand which aspects of language competence are valued and included in CEFR reception scales, and how these differ between different CEFR levels. This familiarisation will help ensure the quality and integrity of your judgements about the demand of the reading and listening tasks in the standard linking procedure.

How to complete the familiarisation activities

1. Access the survey tool here: <https://www.smartsurvey.co.uk/s/TBPO6/>
2. Follow the instructions in the tool. They will guide you through the activities and tell you which of the documents included in your pack to read at which point, and which exemplar tasks to access when. The links that will take you to the exemplar tasks are embedded in the survey tool (and also available through this document – see overleaf). Electronic version of the documents in your pack are also saved [here](#).
3. You will require the same log in details you used for the previous tasks to access the materials required to do the familiarisation activities.
4. Your judge ID is the same as before.
5. Complete the activities and answer all questions included in the tool.
6. Should you wish to make any notes beyond what is required by the questions in the survey tool, please make them outside of the tool so you can keep them after you have completed and submitted the survey. We will also send you a pdf of the completed survey after you have submitted it.
7. The activities should take about three and a half hours to complete.
8. Please retain all of the hard copy materials from your pack, as you will need them for subsequent tasks and the panels.

2 GERMAN - RECEPTION

Activities and materials

Reference materials in your pack

The materials included in the familiarisation pack for receptive skills that we sent in the post will be required in order to complete the activities in the tool. The tool will guide you regarding which documents need to be read at various stages. These documents are also saved in [here](#) if you would prefer to use electronic versions.

Exemplar tasks

In order to complete some of the activities in the tool, you will be required to access examples of reading and listening comprehension tasks. The links through which to access these are included in the tool at points when they are needed. However, we have also included them below should you wish to access them again at any point after you have completed familiarisation activities.

Reading

[Reading CEFR benchmarked examples](#)

[Reading GCSE examples](#)

Listening

[Listening CEFR benchmarked examples](#)

[Listening GCSE examples](#)

Deadline

The familiarisation survey should be submitted **no later than the evening of 4th March**. Please make every effort to meet this deadline. We require the data from this familiarisation to inform the activities in the panel meetings and need sufficient time to process the data and integrate the results into the activities so that this is all ready in time for the panels.

Some notes on comprehension task difficulty

Below are some notes from CEFR (2001) text about things that can affect comprehension task difficulty. The list is not exhaustive but it does cover some important factors that can contribute to or reduce task difficulty.

- Task support
- Text characteristics
- Type of response required

Task support

The introduction of various forms of support can reduce the possible difficulty of texts, for example, a preparatory phase can provide orientation and activate prior knowledge, clear task instructions help to avoid possible confusion, and work arrangements involving small group settings offer possibilities for learner co-operation and mutual assistance.

- *preparatory phase*: creating expectations, providing necessary background knowledge, activating schematic knowledge, and filtering specific linguistic difficulties during a pre-listening/viewing or pre-reading phase reduce the processing load and consequently task demands; contextual assistance may be provided also by studying questions accompanying a text (and therefore ideally placed before a written text), and from clues such as visuals, layout, headings, etc.;
- *task instructions*: uncomplicated, relevant and sufficient task instructions (neither too much nor too little information) lessen the possibility of confusion about task procedures and goals;

Text characteristics

In evaluating a text for use with a particular learner or group of learners, factors such as linguistic complexity, text type, discourse structure, physical presentation, length of the text and its relevance for the learner(s), need to be considered.

- *linguistic complexity*: particularly complex syntax consumes attentional resources that might otherwise be available for dealing with content; for example, long sentences with a number of subordinate clauses, non-continuous constituents,

multiple negation, scope ambiguity, use of anaphorics and deictics without clear antecedents or reference. Syntactic over-simplification of authentic texts, however, may actually have the effect of increasing the level of difficulty (because of the elimination of redundancies, clues to meaning etc.);

- *text type*: familiarity with the genre and domain (and with assumed background and sociocultural knowledge) helps the learner in anticipating and comprehending text structure and content; the concrete or abstract nature of the text is also likely to play a role; for example, concrete description, instructions or narratives (particularly with adequate visual supports), for example, are likely to be less demanding than abstract argumentation or explanation;
- *discourse structure*: textual coherence and clear organisation (for example, temporal sequencing, main points clearly signalled and presented before illustration of the points), the explicit rather than implicit nature of information presented, the absence of conflicting or surprising information, all contribute to reducing information processing complexity;
- *physical presentation*: written and spoken texts obviously make differing demands because of the need to process information in spoken text in real time. In addition, noise, distortion and interference (e.g. weak radio/television reception, or untidy/smudged handwriting) increase the difficulty of comprehension; in the case of spoken (audio) text the greater the number of speakers and the less distinct their voices, the more difficult it is to identify and understand individual speakers; other factors which increase difficulty in listening/viewing include overlapping speech, phonetic reduction, unfamiliar accents, speed of delivery, monotony, low volume, etc.;
- *length of text*: in general a short text is less demanding than a long text on a similar topic as a longer text requires more processing and there is an additional memory load, risk of fatigue and distraction (especially in the case of younger learners). However, a long text which is not too dense and contains considerable redundancy may be easier than a short dense text presenting the same information;
- *relevance to the learner*: a high level of motivation to understand due to personal interest in the content will help to sustain the learner's efforts to understand (although it will not necessarily assist comprehension directly). While the occurrence of low frequency vocabulary may be expected to increase the difficulty of a text in general, a text containing quite specific vocabulary on a familiar and relevant topic is likely to be less demanding for a specialist in the field than a text containing wide-ranging vocabulary of a more general nature, and it may be approached with greater confidence.

Type of response required

While a text may be relatively difficult the type of response required by the task which is set may be manipulated in order to accommodate the learner's competences and characteristics. Task design may also depend on whether the aim is to develop comprehension skills or to check understanding. Accordingly, the type of response demanded may vary considerably, as numerous typologies of comprehension tasks illustrate.

A comprehension task may require global or selective comprehension, or understanding of important points of detail. Certain tasks may require the reader/listener to show understanding of the main information clearly stated in a text, while others may require the use of inferencing skills. A task may be summative (to be completed on the basis of the complete text), or may be structured so as to relate to manageable units (e.g. accompanying each section of a text) and thus making less demands on memory.

The response may be non-verbal (no overt response or a simple action such as ticking a picture) or a verbal response (spoken or written) may be required. The latter may, for instance, involve identifying and reproducing information from a text for a particular purpose or may, for example, require the learner to complete the text or to produce a new text through related interaction or production tasks.

The time allowed for the response may be varied so as to decrease or increase task difficulty. The more time a listener or reader has to replay or reread a text, the more he or she is likely to understand and the greater the opportunity to apply a range of strategies for coping with difficulties in understanding the text.

Investigating standards in GCSE French, German and Spanish through the lens of the CEFR - Appendices

| TABLE A3: RELEVANT QUALITATIVE FACTORS FOR RECEPTION | | | | |
|--|---|---|--|--|
| | LINGUISTIC Edited from General Linguistic Range; Vocabulary Range | SOCIO-LINGUISTIC Edited from Socio-linguistic Appropriateness | PRAGMATIC Edited from Thematic Development and Propositional Precision | STRATEGIC Identifying Cues and Inferring |
| C2 | Can understand a very wide range of language precisely, appreciating emphasis and differentiation. No signs of comprehension problems. Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. | Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the socio-linguistic and sociocultural implications of language used by native speakers and can react accordingly. | Can understand precisely finer shades of meaning conveyed by a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can understand emphasis and differentiation without ambiguity. | As C1. |
| C1 | Has a good command of a broad lexical repertoire. Good command of idiomatic expressions and colloquialisms. | 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 understand language effectively for social purposes, including emotional, allusive and joking usage. | Can understand elaborate descriptions and narratives, recognising sub-themes, and points of emphasis. Can understand precisely the qualifications in opinions and statements that relate to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc. | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. |
| B2 | Has a sufficient range of language to be able to understand descriptions, viewpoints and arguments on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. | Can with some effort keep up with fast and colloquial discussions. | Can understand description or narrative, identifying main points from relevant supporting detail and examples. Can understand detailed information reliably. | Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. |
| B1 | Has enough language to get by, with sufficient vocabulary to understand most texts on topics such as family, hobbies and interests, work, travel, and current events. | Can respond to a wide range of language functions, using their most common exponents in a neutral register. Can recognise salient politeness conventions. 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. | Can reasonably accurately understand a straightforward narrative or description that is a linear sequence of points. Can understand the main points in an idea or problem with reasonable precision. | 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 | Has a sufficient vocabulary for coping with everyday situations with predictable content and simple survival needs. | Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc. | Can understand a simple story or description that is a list of points. Can understand a simple and direct exchange of limited information on familiar and routine matters. | 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. |
| A1 | Has a very basic range of simple expressions about personal details and needs of a concrete type. | Can understand the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry etc. | No descriptor available. | No descriptor available. |

| WRITTEN RECEPTION | |
|--------------------------------------|---|
| OVERALL READING COMPREHENSION | |
| C2 | <p>Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</p> <p>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</p> |
| C1 | <p>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.</p> <p>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.</p> |
| B2 | <p>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.</p> |
| B1 | <p>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> |
| A2 | <p>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> |
| A1 | <p>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p> |
| Pre-A1 | <p>Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.</p> |

Reading correspondence encompasses reading both personal and formal correspondence. Key concepts operationalized in the scale include the following:

- ▶ length and complexity/simplicity of message;
- ▶ concreteness of information, whether it follows a routine format;
- ▶ the extent to which language is standard, colloquial, idiomatic;
- ▶ the extent to which the subject is an everyday one, one related to interests or specialised.

| READING CORRESPONDENCE | |
|------------------------|--|
| C2 | Can understand specialised, formal correspondence on a complex topic. |
| C1 | Can understand any correspondence given the occasional use of a dictionary. Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools. Can understand slang, idiomatic expressions and jokes in private correspondence. |
| B2 | Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. Can understand what is said in a personal email or posting even where some colloquial language is used. |
| B1 | Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else. Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. |
| | Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his/her area of professional interest. |
| A2 | Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. |
| | Can understand short simple personal letters. Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase). |
| A1 | Can understand short, simple messages on postcards. Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet). |
| Pre-A1 | Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location. Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room,' provided there are no abbreviations. |

Reading for orientation – search reading – involves ‘skimming:’ reading at speed in order to judge relevance and ‘scanning:’ searching for specific information. Key concepts operationalized in the scale include the following:

- ▶ the type of texts (from notices, leaflets etc. to articles and books);
- ▶ picking out concrete information like times, prices from texts that are visual artefacts, rather than prose text, with layout that helps;
- ▶ identifying important information;
- ▶ scanning prose text for relevance;
- ▶ speed – mentioned at B2.

| READING FOR ORIENTATION | |
|-------------------------|---|
| C2 | No descriptors available; see B2 |
| C1 | No descriptors available; see B2 |
| B2 | <p>Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</p> <p>Can scan quickly through long and complex texts, locating relevant details.</p> <p>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> |
| B1 | <p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> <p>Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.</p> <p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.</p> <p>Can assess whether an article, report or review is on the required topic.</p> <p>Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.</p> |
| A2 | <p>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.</p> <p>Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p> <p>Can locate specific information in lists and isolate the information required (e.g. use the ‘Yellow Pages’ to find a service or tradesman).</p> <p>Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.</p> |
| A1 | <p>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p> <p>Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts).</p> <p>Can understand basic hotel information, e.g. times when meals are served.</p> <p>Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).</p> |
| Pre-A1 | <p>Can understand simple everyday signs such as ‘Parking,’ ‘Station,’ ‘Dining room,’ ‘No smoking,’ etc.</p> <p>Can find information about places, times and prices on posters, flyers and notices.</p> |

Reading for information / argument – detailed reading – involves careful study of a text that one has judged to be relevant for a purpose at hand. It is often associated with study and professional life. Key concepts operationalized in the scale include the following:

- ▶ type of texts, from simple, short illustrated informational material to complex reports and articles;
- ▶ subject of texts, from familiar everyday subjects of personal interest to topics outside his/her area of interest;
- ▶ depth of understanding, from getting an idea of the content to understanding finer points and implications.

| READING FOR INFORMATION AND ARGUMENT | |
|--------------------------------------|---|
| C2 | Can understand the finer points and implications of a complex report or article even outside his/her area of specialisation. |
| C1 | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. 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 obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can recognise when a text provides factual information and when it seeks to convince readers of something. Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. |
| B1 | Can understand straightforward, factual texts on subjects relating to his/her interests or studies. Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognise significant points in straightforward newspaper articles on familiar subjects. Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. |
| A2 | Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable. Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area. Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities). Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail. Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people. |
| A1 | Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. |
| Pre-A1 | Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words |

Reading instructions is a specialized form of reading for information. Key concepts operationalized in the scale include the following:

- ▶ topic of instructions, from routine prohibitions on simple notices and simple directions to detailed conditions and complex instructions on something unfamiliar, possibly outside his/her area of expertise;
- ▶ degree of contextualisation and familiarity;
- ▶ length, from a few words to detailed and lengthy complex instructions in continuous text.

| READING INSTRUCTIONS | |
|----------------------|---|
| C2 | <i>No descriptors available; see C1</i> |
| C1 | Can understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections. |
| B2 | Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections. |
| B1 | Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned. |
| | Can understand clearly written, straightforward instructions for a piece of equipment. Can follow simple instructions given on packaging, e.g. cooking instructions. Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment). |
| | Can understand regulations, for example safety, when expressed in simple language. Can understand short written instructions illustrated step by step (e.g. for installing new technology). |
| A2 | Can understand simple instructions on equipment encountered in everyday life – such as a public telephone. |
| | Can understand simple, brief instructions provided that they are illustrated and not written in continuous text. |
| | Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.' |
| | Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. |
| A1 | Can follow short, simple written directions (e.g. to go from X to Y). |
| Pre-A1 | Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations. |

Reception Strategies

In reception, understanding progresses through a combination of bottom up/top down processing and of the use of content and formal schemata in inferencing. One scale is provided for the inferencing strategies that this involves. Key concepts operationalized in the scale include the following:

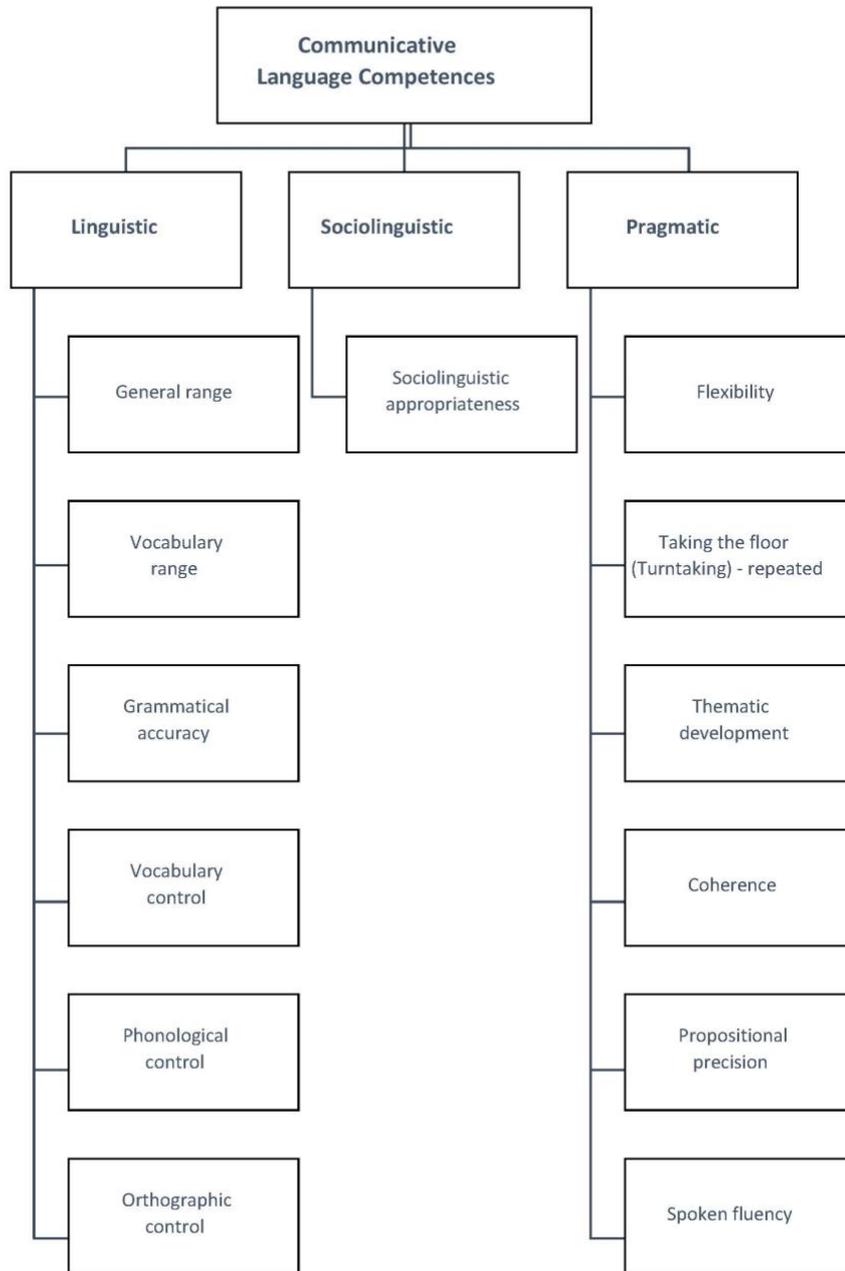
- ▶ exploiting illustrations, formatting, headings, subtitles, position in the text etc.
- ▶ ability to deduce meaning from the co-text and linguistic context;
- ▶ exploiting linguistic clues: from numbers and proper nouns, through word roots prefixes and suffixes, temporal connectors, logical connectors – to skilled use of a variety of strategies.

| IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN) | | PROSIGN |
|---|--|---------|
| C2 | No descriptors available; see 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 exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. Can extrapolate the meaning of a section of a text by taking into account the text as a whole. 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. | |
| | Can make basic inferences or predictions about text content from headings, titles or headlines. Can listen to a short narrative and predict what will happen next. Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes). | |
| A2 | 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. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. | |
| | Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. Can exploit numbers, dates, names, proper nouns etc. to identify the topic of a text. Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter). | |
| A1 | Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. | |
| Pre-A1 | Can deduce the meaning of a word from an accompanying picture or icon. | |

MEDIATION

| TRANSLATING A WRITTEN TEXT IN WRITING | |
|--|---|
| C2 | Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned. |
| C1 | Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original. |
| B2 | Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original. |
| | Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly. |
| B1 | Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur, the translation remains comprehensible. |
| | Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible. |
| A2 | Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible. |
| A1 | Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning. |
| Pre-A1 | <i>No descriptors available</i> |

Some of the aspects below are only relevant for speaking or writing.



Linguistic

Descriptors are available for Range (subdivided: Morpho-syntactic range, later renamed *General linguistic range*; *Vocabulary range*); Control (subdivided: *Grammatical accuracy* and *Vocabulary control*), *Phonological control* and *Orthographic control*. The range/control distinction is a common one that reflects the need to take account of the complexity of the language used rather than just registering mistakes. *Phonological control* is presented as a grid with the categories *Overall phonological control*, *Sound articulation* and *Prosodic features* (stress and intonation)

General linguistic range

Since the primary evidence for second language acquisition (i.e. progress) is the *emergence* of new forms and not their mastery, the *Range* of language at the user/learner's disposal is a primary concern. Secondly, attempting to use more complex language, taking risks and moving beyond one's comfort zone, is an essential part of the learning process. When learners are tackling more complex tasks, their control of their language naturally suffers, and this is a healthy process. Learners will tend to have less control over more difficult, more recently learnt morphology and syntax than when they stay within their linguistic comfort zone and this needs to be taken into consideration when viewing (lack of) accuracy. Key concepts operationalised in the scale include the following:

- ▶ range of settings – from A1 to B2, then unrestricted;
- ▶ type of language: from memorised phrases to a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity;
- ▶ limitations: from frequent breakdown/misunderstanding in non-routine situations to no signs of having to restrict what he/she wants to say.

| GENERAL LINGUISTIC RANGE | | PROSIGN |
|--------------------------|--|---------|
| C2 | 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. | |
| C1 | Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. | |
| | 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. | |
| B2 | Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. | |
| | 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. | |
| B1 | 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. | |
| | 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. | |
| A2 | 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. | |
| | 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. | |
| | 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. | |
| A1 | Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. | |
| | Has a very basic range of simple expressions about personal details and needs of a concrete type. | |
| Pre-A1 | Can use some basic structures in one-clause sentences with some omission or reduction of elements. | |
| | Can use isolated words and basic expressions in order to give simple information about him/herself. | |

Vocabulary range

Vocabulary range concerns the breadth and variety of words and expressions used. Vocabulary range is generally acquired through reading widely. Key concepts operationalized in the scale include the following:

- ▶ range of settings – from A1 to B2, then unrestricted;
- ▶ type of language: from a basic repertoire of words and phrases to a very broad lexical repertoire including idiomatic expressions and colloquialisms.

| VOCABULARY RANGE | | PROSIGN |
|------------------|---|---------|
| C2 | Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. | |
| C1 | 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. | |
| | Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words. Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well. Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation. | |
| B2 | Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialisation with other specialists. | |
| | Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it. | |
| B1 | Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. | |
| | Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. | |
| A2 | Has a sufficient vocabulary for the expression of basic communicative needs. | |
| | Has a sufficient vocabulary for coping with simple survival needs. | |
| A1 | Has a basic vocabulary repertoire of words and phrases related to particular concrete situations. | |
| Pre-A1 | No descriptors available | |

Grammatical accuracy

Grammatical accuracy concerns both the user/learner's ability to recall 'prefabricated' expressions correctly and the capacity to focus on grammatical forms whilst articulating thought. This is difficult because when formulating thoughts or performing more demanding tasks, the user/learner has to devote the majority of their mental processing capacity to fulfilling the task. This is why accuracy tends to drop during complex tasks. In addition, research in English, French and German suggests that inaccuracy *increases* at around B1 as the learner is beginning to use language more independently and creatively. The fact that accuracy does not increase in a linear manner is reflected in the descriptors. Key concepts operationalized in the scale include the following:

- ▶ control of a specific repertoire (A1 to B1);
- ▶ prominence of mistakes (B1 to B2);
- ▶ degree of control (B2 to C2).

| GRAMMATICAL ACCURACY | | PROSIGN |
|----------------------|--|---------|
| C2 | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | |
| C1 | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | |
| B2 | 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. | |
| | Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. | |
| B1 | Communicates 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. | |
| | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. | |
| A2 | 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. | |
| A1 | Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. | |
| Pre-A1 | Can employ very simple principles of word order in short statements. | |

Discourse competence concerns the ability to design texts, including generic aspects like *Thematic development* and *Coherence and cohesion* as well as, in an interaction, cooperative principles and *Turn-taking*. Functional competence includes *Flexibility* in the use of one's repertoire and the selection of appropriate sociolinguistic choices. All the scales on communicative language activities describe different types of functional language use. Knowledge of interactional and transactional schemata relates also to socio-cultural competence and is to some extent treated under *Sociolinguistic appropriateness* on the one hand and *General linguistic range* and *Vocabulary range* on the other hand, in terms of range of settings and, at lower levels, repertoires for them. In addition, pragmatic competence involves '*speaker meaning*' in context as opposed to the 'sentence/dictionary meaning' of words and expressions. Thus, articulating exactly what you want to say, requires another aspect of pragmatic competence: *Propositional precision*.

Finally, saying anything requires *Fluency*. Fluency is generally understood in two complementary ways: firstly in a holistic way, representing the speaker's ability to articulate a (possibly complex) message. This more holistic usage is reflected in statements like 'she's an articulate speaker' or 'his Russian is very fluent' and implies an ability to talk at length, with appropriate things to say in a wide range of contexts. In a narrower, more technical interpretation, talking at length implies a lack of distraction through breaks and long pauses in the flow of speech. Putting *Spoken fluency* under pragmatic competence cuts across the traditional competence / performance dichotomy used by linguists since Chomsky. As was mentioned in discussing the CEFR model, the CEFR does not continue that tradition. The view taken is that, in an action-oriented approach, competence exists only in action.

Flexibility

Flexibility is concerned with the ability to adapt language learnt to new situations and to formulate thoughts in different ways. Key concepts operationalized in the scale include the following:

- ▶ recombining learnt elements creatively (especially lower levels);
- ▶ adapting language to the situation and to changes of direction in the talk;
- ▶ reformulating points in different ways to emphasise points, express degrees of commitment, confidence and to avoid ambiguity.

| FLEXIBILITY | | PROSIGN |
|-------------|---|---------|
| 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 | Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order. Can modify his/her expression to express degrees of commitment or hesitancy, confidence or uncertainty. | |
| 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. Can reformulate an idea to emphasise or explain a point. | |
| B1 | Can adapt his/her 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 descriptors available | |
| Pre-A1 | No descriptors available | |

| SPOKEN RECEPTION | |
|--|--|
| OVERALL LISTENING COMPREHENSION PROSIGN | |
| C2 | Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural 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. |
| B2 | 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 influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, 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. |
| B1 | 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. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. |
| A2 | Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. 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 that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech. |
| Pre-A1 | Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context. Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context. |

Understanding conversation between other speakers concerns two main situations: the first is when other speakers in a group interaction talk across the user/learner to each other, so that the user/learner is no longer directly addressed. The second situation is when the user/learner is an overhearer: listening to a conversation between other people nearby. Both situations are noticeably more difficult than when the user/learner is directly addressed, firstly because there is no element of accommodation to them and because the speakers may have shared assumptions, experiences they refer to and even variants in usage, and secondly because the user/learner, not being an addressee, has no 'rights' to ask for clarification, repetition etc. Key concepts operationalized in the scale include the following:

- ▶ picking up and connecting words, phrases etc.;
- ▶ catching enough to identify the topic, changes of topic;
- ▶ identifying chronological progression, e.g. a story;
- ▶ identifying when people agree and disagree, points made for and against an issue;
- ▶ identifying attitudes and sociocultural implications (C levels).

| UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | | PROSIGN |
|---|--|---------|
| C2 | Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed. | |
| C1 | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | |
| | Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener. | |
| B2 | Can keep up with an animated conversation between speakers of the target language. | |
| | Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. | |
| | Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote. | |
| B1 | Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. | |
| | Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. | |
| A2 | Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. | |
| | Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly. Can follow in outline short, simple social exchanges, conducted very slowly and clearly. | |
| A1 | Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly. | |
| | Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly. | |
| Pre-A1 | No descriptors available | |

Listening to announcements and instructions, involves a different type of extremely focused listening in which the aim is to catch specific information. The situation is complicated by the fact that the announcement or instructions may well be delivered by a (possibly faulty) public address system, or called out by a speaker some considerable distance away. Key concepts operationalized in the scale include the following:

- ▶ understanding directions and detailed instructions;
- ▶ catching the main point of announcements;
- ▶ degree of clarity, from slow and clear to normal speed with audio distortion.

| LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS | | PROSIGN |
|---|--|---------|
| C2 | <i>No descriptors available; see C1</i> | |
| C1 | <p>Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc.</p> <p>Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p> | |
| B2 | <p>Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed.</p> <p>Can understand detailed instructions well enough to be able to follow them successfully.</p> | |
| B1 | <p>Can understand simple technical information, such as operating instructions for everyday equipment.</p> <p>Can follow detailed directions.</p> <p>Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.</p> | |
| A2 | <p>Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly.</p> <p>Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.</p> <p>Can catch the main point in short, clear, simple messages and announcements.</p> <p>Can understand simple directions relating to how to get from X to Y, by foot or public transport.</p> <p>Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.</p> | |
| A1 | <p>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment.</p> <p>Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.</p> | |
| Pre-A1 | <p>Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.</p> | |

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Listening to audio media and recordings involves broadcast media and recorded materials including messages, weather forecasts, narrated stories, news bulletins, interviews and documentaries. Key concepts operationalized in the scale include the following:

- ▶ picking out concrete information;
- ▶ understanding main points, essential information;
- ▶ catching important information;
- ▶ identifying speaker mood, attitudes and viewpoints.

| LISTENING TO AUDIO MEDIA AND RECORDINGS | | PROSIGN |
|---|--|---------|
| C2 | <i>No descriptors available; see C1</i> | |
| C1 | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | |
| B2 | Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. | |
| | Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc. | |
| B1 | Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. | |
| | Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. | |
| A2 | Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.). Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly. | |
| | Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. | |
| | Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly. Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly. | |
| A1 | Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. | |
| Pre-A1 | Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly | |

Appendix D. Content mapping instructions and supporting documents

1

Content mapping instructions and feedback questions

Important:

Please complete the familiarisation activities for productive skills before starting on content mapping for productive skills.

Complete the familiarisation activities for receptive skills before starting on content mapping for receptive skills.

Please read these instructions in full before starting content mapping. Please use the [electronic version of the Instructions document](#) to access all the links to materials.

Do get in touch if anything is unclear or you would like to discuss anything regarding content mapping.

Purpose of content mapping

Content analysis of an examination or test is done in order to relate it to the CEFR from the point of view of coverage and intended level of demand. This might be done by discussion, or by individual analysis followed by discussion.

In the current study, you and another CEFR/GCSE expert will complete the content mapping independently for your subject. We will collate your results and organise a meeting in which you can discuss your individual judgements and try to come to an agreement regarding different aspects of content mapping as well as regarding your initial estimation of the CEFR level(s) that the GCSE exam is intended to test at (or up to) (by paper and overall).

The end product is a claim of a degree of linking to the CEFR based on profiling the examination in relation to CEFR categories and levels. In addition, in the context of the current study, we would also like to understand the extent to which it is justifiable to link GCSE grading scale to CEFR on the basis of alignment of the two constructs (i.e. coverage, intended demand, etc.).

What is the focus of content mapping?

When doing content mapping, the focus is on the exam and test specifications themselves, and their intended purpose and demand, rather than on what student performances might actually look like when they do the exam. Importantly, your assessment and description of the exam is supposed to be in CEFR terms rather than in terms of any private view that you might have about what a certain level of exam should involve.

For example, if an exam is designed to target CEFR levels A1 to B1, it would still be possible that the performances that it elicits from candidates are all at A2 or below, and none of the candidates are able to access the B1 tasks. This could either mean that the exam is not targeted well enough for its intended population, or that the population is not taught well enough or not able enough to access the exam that it is entered for, even though the level of the exam itself is well aligned with its purpose.

Essentially, when doing content mapping, you need to think about and describe the INTENDED purpose, coverage and demand of that exam. This is not about the level that you, for instance, might experience with the students that you actually teach in the class.

What is being mapped?

The content mapping exercise is about trying to understand to what extent the intended demand and coverage of a GCSE exam and specification can be seen to align with what in CEFR terms might be an exam targeting one or more of CEFR levels. Is GCSE Higher tier exam an A1-A2 exam, or an A1-B2 exam, for instance in the sense of the level of the content, skills, context, etc, that it is trying to test?

The resources we have linked and sent will describe expected/intended coverage of exams at specific CEFR levels. In addition, you will presumably from experience know what a CEFR aligned B1 or an A2-B2 etc. exam covers, the types of tasks it includes, the sorts of situations that it assesses. This should hopefully help you to describe the GCSE exam and its specification in those terms.

Content mapping forms

We have prepared several forms for you to complete in order to carry out content mapping. These forms are tools to provide a detailed analysis of the examination and to relate it to the relevant subscales of the CEFR. In most of the forms, a short description, reference, and/or justification is asked for.

Form A1 asks for definition of the examination purpose and objectives, and target population, plus an overview of the communicative activities tested, the different subtests and subsections. The detailed content mapping process is covered in Forms A9 to A22.

Given the abovementioned main purpose of this exercise in the context of this study, we have only included a selection of forms relating to aspects of GCSE MFL exams that we feel are most pertinent to our research question. However, in some cases, we were unsure if more detailed description of certain areas, such as Mediation, might be required, and this will be one of the questions that we will ask you to advise on.

Similarly, aspects of communicative language competence cut across different papers and skills. We have split the forms into Production/Interaction and Reception. We have not included forms that relate to aspects of communicative language competence in Mediation, but again, we will ask you to let us know if there is a need to consider that separately in content mapping.

In addition, with respect to Integrated skills, we would like you to only consider this at high level, once you have completed the rest of the activities, and indicate in the relevant form whether any of these skills feature in the GCSE assessment and at which CEFR level.

What to do (with links to forms and resources)

Below are the links to the forms you will need to use and some guidance regarding how to complete them. Please provide **brief comments** and use reference materials as detailed in the forms themselves (to the extent that you require) to help you complete the forms. All the reference materials are saved [here](#). Please complete the forms in the order they are listed below.

For each form, you will need to:

- Save to your desktop with your judge ID in the file name
- Fill them out electronically
- Save again
- Email them back to us by the deadline agreed.

General description – provided [here](#)

Form A1_general description

- The information to complete this form should come from reading the overall test specification, which you can find in the Assessment materials folder [here](#)

Productive skills – provided [here](#)

Form A12_written interaction

Form A14_written production

Form A11_spoken interaction

Form A13_spoken production

Form A17_18_mediation

Forms 20_22_production and interaction communicative competence

- Always refer to the documentation referenced in the relevant cells in these tables to help you understand what kind of description is required.

Receptive skills – provided [here](#)

Form A10_reading comprehension

Form A18_written mediation

Form A9_listening comprehension

Form 19_receptive communicative competence

- Always refer to the documentation referenced in the relevant cells in these tables to help you understand what kind of description is required.

Integrated skills and overall estimation – provided [here](#)

Form A15_integrated skills

Final estimation summary

Additional documents you will need

You will need the assessment materials (test specification, blank exam papers, mark schemes, etc.). You should have these in hard copy from your Familiarisation activity. There are also electronic copies [here](#) should you need them.

The forms will ask you to use or refer to the following documents if you need to:

- Global scales for each skill - you should have these electronically or in hard copy from your familiarisation activity.

- Several additional documents and tables that have been sent to you in the post. You can also access them in the Reference folder [here](#)
- Additional reference materials (e.g. more detailed scales or lists from CEFR (2001) text. These are all saved in the Reference folder [here](#)

Additional things to do/bear in mind when doing content mapping

As you go through the forms, if you feel that any of the forms are not appropriate or relevant in the context of GCSE assessment please get in touch and we can discuss whether to exclude them. Conversely, if you think that additional forms, covering additional aspects are needed, please make a note of that, let us know, and we can discuss when we meet or sooner if you think additional forms should be included in your packs.

Finally, please consider whether the global scales for each of the skills are sufficient to estimate the level of each paper, or whether it is necessary to consider any other specific scales. The documents listing all the scales are saved in the Reference folder [here](#)

How long should this activity take?

Our initial estimate was that about a day might be required. However, if this is proving not to provide sufficient time for you to do, please get in touch and we can discuss allowing more time. We would not expect that more than two days would be required.

Deadline

You should complete this exercise by 12th February. If you can send the completed materials back to us in batches before the deadline as you complete them (e.g. all forms for productive skills, and then for receptive skills) that would be very helpful.

Your views regarding content mapping – questions to consider

Please make a note of any thoughts regarding the questions below and we will discuss this at our meeting.

1. If there are any forms that you feel are not appropriate or relevant in the context of GCSE please make a note of this and we can discuss in the meeting.
2. We have mostly based the familiarisation activities on global skill-level scales and are currently intending to only get the participants to use those for the main tasks. However, as you go through GCSE papers, would you suggest that we include and train participants on any other scales? Please take into account that there are significant time constraints, as well as expertise constraints with some participants, so including many more scales may not be feasible or realistic.
3. Please consider mediation scales and whether including just those relevant for written translation is enough. Are there any other aspects of mediation that are being assessed in any of the papers? Are they worth considering using other mediation-specific scales?
4. Consider the level of detail included with respect to communicative language competence and let us know if you think we need to provide more in the context of all or any specific papers, or perhaps with respect to Mediation.
5. Let us know if you think more attention should be paid to integrated skills, rather than describing them at the high level as we asked you to do.
6. Anything else?

Communication themes

Within the various domains we may distinguish *themes*, the topics which are the subjects of discourse, conversation, reflection or composition, as the focus of attention in particular communicative acts. Thematic categories can be classified in many different ways. One influential classification, into themes, sub-themes and ‘specific notions’ is that presented in *Threshold Level 1990*, Chapter 7:

1. personal identification
2. house and home, environment
3. daily life
4. free time, entertainment
5. travel
6. relations with other people
7. health and body care
8. education
9. shopping
10. food and drink
11. services
12. places
13. language
14. weather

In each of these thematic areas, subcategories are established. For example, area 4, ‘free time and entertainment’, is subcategorised in the following way:

- 4.1 leisure
- 4.2 hobbies and interests
- 4.3 radio and TV
- 4.4 cinema, theatre, concert, etc.
- 4.5 exhibitions, museums, etc.
- 4.6 intellectual and artistic pursuits
- 4.7 sports
- 4.8 press

For each sub-theme, ‘specific notions’ are identified. In this respect, the categories represented in Table 5, covering the locations, institutions etc. to be treated, are particularly relevant. For instance, under 4.7. ‘sports’, *Threshold Level 1990* specifies:

1. locations: field, ground, stadium
2. institutions and organisations: sport, team, club
3. persons: player
4. objects: cards, ball
5. events: race, game
6. actions: to watch, to play (+name of sport), to race, to win, to lose, to draw

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DOCUMENT 1

Table 5. External context of use: descriptive categories

| Domain | Locations | Institutions | Persons | Objects | Events | Operations | Texts |
|---------------------|---|---|--|--|--|--|--|
| Personal | Home: house, rooms, garden own of family of friends of strangers Own space in hostel, hotel The countryside, seaside | The family Social networks | (Grand)Parents, offspring, siblings, aunts, uncles, cousins, in-laws, spouses, intimates, friends, acquaintances | Furnishing and furniture Clothing Household equipment Toys, tools, personal hygiene Objects d'art, books, Wild/domestic animals, pets Trees, plants, lawn, ponds Household goods Handbags Leisure/sports equipment | Family occasions Encounters Incidents, accidents Natural phenomena Parties, visits Walking, cycling, motoring Holidays, excursions Sports events | Living routines: dressing, undressing Cooking, eating, washing DIY, gardening Reading, radio and TV Entertaining Hobbies Games and sports | Teletext Guarantees Recipes Instructional material Novels, magazines Newspapers Junk mail Brochures Personal letters Broadcast and recorded spoken texts |
| Public | Public spaces: street, square, park Public transport Shops (super)markets Hospitals, surgeries, clinics Sports stadia, fields, halls Theatre, cinema, entertainment Restaurant, pub, hotel Places of worship | Public authorities Political bodies The law Public health Services clubs Societies Political parties Denominations | Members of the public Officials Shop personnel Police, army, security Drivers, conductors Passengers Players, fans, spectators Actors, audiences Waiters, barpersons Receptionists Priests, congregation | Money, purse, wallet Forms Goods Weapons Rucksacks Cases, grips Balls Programmes Meals, drinks, snacks Passports, licences | Incidents Accidents, illnesses Public meetings Law-suits, court trials Rag-days, fines, arrests Matches, contests Performances Weddings, funerals | Buying and obtaining public services Using medical services Journeys by road/ rail/ship/air Public entertainment and leisure activities Religious services | Public announcements and notices Labels and packaging Leaflets, graffiti Tickets, timetables Notices, regulations Programmes Contracts Menus Sacred texts, sermons, hymns |
| Occupational | Offices Factories Workshops Ports, railways Farms Airports Stores, shops Service industries Hotels Civil Service | Firms Multinational corporations Nationalised industries Trade unions | Employers/ees Managers Colleagues Subordinates Workmates Clients Customers Receptionists, secretaries Cleaners | Business machinery Industrial machinery Industrial and craft tools | Meetings Interviews Receptions Conferences Trade fairs Consultations Seasonal sales Industrial accidents Industrial disputes | Business admin., industrial management Production operations Office procedures Trucking Sales operations Selling, marketing Computer operation Office maintenance | Business letter Report Memorandum Life and safety notices Instructional manuals Regulations Advertising material Labelling and packaging Job description Sign posting Visiting cards |
| Educational | Schools: hall, classrooms, playground, sports fields, corridors Colleges Universities Lecture theatres Seminar rooms Student Union Halls of residence Laboratories Canteen | School College University Learned societies Professional Institutions Adult education bodies | Class teachers Teaching staff Caretakers Assistant staff Parents Classmates Professors, lecturers (Fellow) students Library and laboratory staff Refectory staff, cleaners Porters, secretaries | Writing material School uniforms Games equipment and clothing Food Audio-visual equipment Blackboard & chalk Computers Briefcases and school bags | Return to school / entry Breaking up Visits and exchanges Parents' days / evenings Sports days, matches Disciplinary problems | Assembly Lessons Games Playtime Clubs and societies Lectures, essay writing Laboratory work Library work Seminars and tutorials Homework Debates and discussions | Authentic texts (as above) Textbooks, readers Reference books Blackboard text OP text Computer screen text Videotext Exercise materials Journal articles Abstracts Dictionaries |

Document 1

Table 5. External context of use: descriptive categories

| Domain | Locations | Institutions | Persons | Objects | Events | Operations | Texts |
|---------------------|---|---|--|--|--|--|--|
| Personal | Home: house, rooms, garden own of family of friends of strangers Own space in hostel, hotel The countryside, seaside | The family Social networks | (Grand)Parents, offspring, siblings, aunts, uncles, cousins, in-laws, spouses, intimates, friends, acquaintances | Furnishing and furniture Clothing Household equipment Toys, tools, personal hygiene Objects d'art, books, Wild/domestic animals, pets Trees, plants, lawn, ponds Household goods Handbags Leisure/sports equipment | Family occasions Encounters Incidents, accidents Natural phenomena Parties, visits Walking, cycling, motoring Holidays, excursions Sports events | Living routines: dressing, undressing Cooking, eating, washing DIY, gardening Reading, radio and TV Entertaining Hobbies Games and sports | Teletext Guarantees Recipes Instructional material Novels, magazines Newspapers Junk mail Brochures Personal letters Broadcast and recorded spoken texts |
| Public | Public spaces: street, square, park Public transport Shops (super)markets Hospitals, surgeries, clinics Sports stadia, fields, halls Theatre, cinema, entertainment Restaurant, pub, hotel Places of worship | Public authorities Political bodies The law Public health Services clubs Societies Political parties Denominations | Members of the public Officials Shop personnel Police, army, security Drivers, conductors Passengers Players, fans, spectators Actors, audiences Waiters, barpersons Receptionists Priests, congregation | Money, purse, wallet Forms Goods Weapons Rucksacks Cases, grips Balls Programmes Meals, drinks, snacks Passports, licences | Incidents Accidents, illnesses Public meetings Law-suits, court trials Rag-days, fines, arrests Matches, contests Performances Weddings, funerals | Buying and obtaining public services Using medical services Journeys by road/ rail/ship/air Public entertainment and leisure activities Religious services | Public announcements and notices Labels and packaging Leaflets, graffiti Tickets, timetables Notices, regulations Programmes Contracts Menus Sacred texts, sermons, hymns |
| Occupational | Offices Factories Workshops Ports, railways Farms Airports Stores, shops Service industries Hotels Civil Service | Firms Multinational corporations Nationalised industries Trade unions | Employers/ees Managers Colleagues Subordinates Workmates Clients Customers Receptionists, secretaries Cleaners | Business machinery Industrial machinery Industrial and craft tools | Meetings Interviews Receptions Conferences Trade fairs Consultations Seasonal sales Industrial accidents Industrial disputes | Business admin., industrial management Production operations Office procedures Trucking Sales operations Selling, marketing Computer operation Office maintenance | Business letter Report Memorandum Life and safety notices Instructional manuals Regulations Advertising material Labelling and packaging Job description Sign posting Visiting cards |
| Educational | Schools: hall, classrooms, playground, sports fields, corridors Colleges Universities Lecture theatres Seminar rooms Student Union Halls of residence Laboratories Canteen | School College University Learned societies Professional Institutions Adult education bodies | Class teachers Teaching staff Caretakers Assistant staff Parents Classmates Professors, lecturers (Fellow) students Library and laboratory staff Refectory staff, cleaners Porters, secretaries | Writing material School uniforms Games equipment and clothing Food Audio-visual equipment Blackboard & chalk Computers Briefcases and school bags | Return to school / entry Breaking up Visits and exchanges Parents' days / evenings Sports days, matches Disciplinary problems | Assembly Lessons Games Playtime Clubs and societies Lectures, essay writing Laboratory work Library work Seminars and tutorials Homework Debates and discussions | Authentic texts (as above) Textbooks, readers Reference books Blackboard text OP text Computer screen text Videotext Exercise materials Journal articles Abstracts Dictionaries |

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TABLE A3: RELEVANT QUALITATIVE FACTORS FOR RECEPTION

| | LINGUISTIC Edited from General Linguistic Range; Vocabulary Range | SOCIO-LINGUISTIC Edited from Socio-linguistic Appropriateness | PRAGMATIC Edited from Thematic Development and Propositional Precision | STRATEGIC Identifying Cues and Inferring |
|-----------|--|---|---|---|
| C2 | Can understand a very wide range of language precisely, appreciating emphasis and differentiation. No signs of comprehension problems. Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. | Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the socio-linguistic and sociocultural implications of language used by native speakers and can react accordingly. | Can understand precisely finer shades of meaning conveyed by a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can understand emphasis and differentiation without ambiguity. | As C1. |
| C1 | Has a good command of a broad lexical repertoire. Good command of idiomatic expressions and colloquialisms. | 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 understand language effectively for social purposes, including emotional, allusive and joking usage. | Can understand elaborate descriptions and narratives, recognising sub-themes, and points of emphasis. Can understand precisely the qualifications in opinions and statements that relate to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc. | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. |
| B2 | Has a sufficient range of language to be able to understand descriptions, viewpoints and arguments on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. | Can with some effort keep up with fast and colloquial discussions. | Can understand description or narrative, identifying main points from relevant supporting detail and examples. Can understand detailed information reliably. | Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. |
| B1 | Has enough language to get by, with sufficient vocabulary to understand most texts on topics such as family, hobbies and interests, work, travel, and current events. | Can respond to a wide range of language functions, using their most common exponents in a neutral register. Can recognise salient politeness conventions. 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. | Can reasonably accurately understand a straightforward narrative or description that is a linear sequence of points. Can understand the main points in an idea or problem with reasonable precision. | 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 | Has a sufficient vocabulary for coping with everyday situations with predictable content and simple survival needs. | Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc. | Can understand a simple story or description that is a list of points. Can understand a simple and direct exchange of limited information on familiar and routine matters. | 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. |
| A1 | Has a very basic range of simple expressions about personal details and needs of a concrete type. | Can understand the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry etc. | No descriptor available. | No descriptor available. |

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Elements from Appendix A

TABLE A4: RELEVANT QUALITATIVE FACTORS FOR SPOKEN INTERACTION

| | LINGUISTIC RANGE Edited from General Linguistic Range; Vocabulary Range; Flexibility | LINGUISTIC ACCURACY Edited from Grammatical Accuracy and Vocabulary Control | SOCIO-LINGUISTIC Edited from Socio-linguistic Appropriateness | FLUENCY Fluency, Flexibility | INTERACTION Edited from Turntaking, Cooperating, Asking for Clarification |
|-----------|---|--|---|--|---|
| C2 | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | Appreciates fully the socio-linguistic and sociocultural implications of language used by 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 socio-linguistic differences. | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc. |
| C1 | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | Consistently maintains a high degree of grammatical accuracy, errors are rare, difficult to spot and generally corrected when they do occur. | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers. |
| B2 | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes. | 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 adjust to the changes of direction, style and emphasis normally found in conversation. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses. | 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 help the discussion along on familiar ground confirming comprehension, inviting others in, etc. |
| B1 | 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. | Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. | Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Is aware of the salient politeness conventions and acts appropriately. | Can exploit a wide range of simple language flexibly to express much of what he/she wants. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding. |
| A2 | Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. | Uses some simple structures correctly, but still systematically makes basic mistakes. | Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc. | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can expand learned phrases through simple recombinations of their elements. | Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord. Can ask for attention. |
| A1 | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | Shows only limited grammatical control of a few simple grammatical structures and sentence patterns in a memorised repertoire. | Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry etc. | 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. | Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair. |

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Investigating standards in GCSE French, German and Spanish through the lens of the CEFR - Appendices

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Elements from Appendix A

| TABLE A5: RELEVANT QUALITATIVE FACTORS FOR PRODUCTION | | | | | | |
|---|---|--|---|---|--|---|
| | LINGUISTIC RANGE General Linguistic Range; Vocabulary Range | LINGUISTIC ACCURACY Grammatical Accuracy, Vocabulary Control, Phonological Control | SOCIO- LINGUISTIC Socio-linguistic Appropriateness | PRAGMATIC Fluency, Flexibility | PRAGMATIC Thematic Development, Propositional Precision, Coherence and Cohesion | STRATEGIC Compensating, Monitoring and Repair |
| C2 | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | Appreciates fully the socio-linguistic and sociocultural implications of language used by speakers and can react accordingly. | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices. | Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable. |
| C1 | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech. |
| B2 | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes. | Can express him or herself appropriately in situations and avoid cross errors of formulation. | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses. | Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. 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. | Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. Can make a note of "favourite mistakes" and consciously monitor speech for them. |
| B1 | 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. | Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. | <i>No descriptor available</i> | Can exploit a wide range of simple language flexibly to express much of what he/she wants. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | Can link a series of shorter, discrete simple elements in order to reasonably fluently relate a straightforward narrative or description as a linear sequence of points. | Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction". Can start again using a different tactic when communication breaks down. |
| A2 | Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. | Uses some simple structures correctly, but still systematically makes basic mistakes. | <i>No descriptor available</i> | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can expand learned phrases through simple recombinations of their elements. | Can link groups of words with simple connectors like "and", "but" and "because". | <i>No descriptor available</i> |
| A1 | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. | <i>No descriptor available</i> | 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. | Can link words or groups of words with very basic linear connectors like "and" or "then". | <i>No descriptor available</i> |

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Appendix E. Content mapping forms

| GENERAL EXAMINATION DESCRIPTION | | | |
|--|---|---------------------------|-----------------|
| 1. General Information | | | |
| Name of examination | | | |
| Language tested | | | |
| Examining institution | | | |
| Versions analysed (date) | | | |
| Type of examination | <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Institutional | | |
| Purpose | | | |
| Target population | Lower Sec | | |
| No. of test takers per year | | | |
| 2. What is the overall aim? | | | |
| | | | |
| 3. What are the more specific objectives? If available describe the needs of the intended users on which this examination is based. | | | |
| | | | |
| 4. What is/are principal domain(s)? | <input type="checkbox"/> Public <input type="checkbox"/> Personal <input type="checkbox"/> Occupational <input type="checkbox"/> Educational | | |
| 5. Which communicative activities are tested? | <input type="checkbox"/> 1 Listening comprehension <input type="checkbox"/> 2 Reading comprehension <input type="checkbox"/> 3 Spoken interaction <input type="checkbox"/> 4 Written interaction <input type="checkbox"/> 5 Spoken production <input type="checkbox"/> 6 Written production <input type="checkbox"/> 7 Integrated skills <input type="checkbox"/> 8 Spoken mediation of text <input type="checkbox"/> 9 Written mediation of text <input type="checkbox"/> 10 Language usage <input type="checkbox"/> 11 Other: (specify): _____ | Name of Subtest(s) | Duration |
| 6. What is the weighting of the different subtests in the global result? | | | |
| 7. Describe briefly the structure of each subtest | | | |

Form A1: General Examination Description (continued)

FORM 11: SPOKEN INTERACTION

| Spoken Interaction | Short description and/or reference |
|--|--|
| <p>1 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>2 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>4 What kind of texts and text-types are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>5 After reading the scale for Overall Spoken Interaction, provided in your familiarization pack, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>The subscales for spoken interaction in the Reference folder might be of help as a reference.</p> | <p>Level</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORM 12: WRITTEN INTERACTION

| Written Interaction | Short description and/or reference |
|---|--|
| <p>1 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>2 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>4 What kind of texts and text-types are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>5 After reading the scale for Overall Written Interaction, provided in your familiarization pack, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>The subscales for written interaction the Reference folder might be of help as a reference.</p> | <p>Level</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORM A13: SPOKEN PRODUCTION

| Spoken Production | Short description and/or reference |
|---|--|
| <p>1 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>2 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>4 What kind of texts and text-types are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>5 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.</p> <p>The subscales for spoken production the Reference folder might be of help as a reference.</p> | <p>Level</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORM A13: WRITTEN PRODUCTION

| Written Production | Short description and/or reference |
|---|--|
| <p>1 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>2 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>4 What kind of texts and text-types are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>5 After reading the scale for Overall Written Production, provided in your familiarization pack, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>The subscales for written production the Reference folder might be of help as a reference.</p> | <p>Level</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORMS 17/18: MEDIATION

| Written Mediation | Short description and/or reference |
|---|--|
| <p>1 Which text-to-text activities occur?</p> <p>Table 6 in CEFR 4.6.4 might be of help as a reference.</p> | |
| <p>2 Which type of mediating activities are tested?</p> <p>The list in CEFR 4.4.4.2 might be of help as a reference</p> | |
| <p>3 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>4 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>6 What kind of texts and text-types are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>7 After consulting Mediation scales, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>Might only Written translation scale be relevant for GCSE writing paper or are there any other mediation sub scales that are relevant?</p> | <p>Level</p> <p>Justification (incl. reference to documentation)</p> |

FORMS 17/18: MEDIATION

IS THERE A NEED TO CONSIDER SPOKEN MEDIATION – IS THIS PRESENT IN THE GCSE SPECIFICATION/TEST?

| Spoken Mediation | Short description and/or reference |
|---|--|
| <p>1 Which text-to-text activities occur?</p> <p>Table 6 in CEFR 4.6.4 might be of help as a reference.</p> | |
| <p>2 Which type of mediating activities are tested?</p> <p>The list in CEFR 4.4.4.1 might be of help as a reference.</p> | |
| <p>3 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>4 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>6 What kind of texts and text-types are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>7 After consulting Mediation scales, indicate and justify at which level(s) of the scale the subtest should be situated.</p> | <p>Level</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORMS 20-22: COMMUNICATIVE COMPETENCE IN PRODUCTION AND RECEPTION

Communicative Language Competence in Interaction and Production

Please consider the aspects of communicative language competence in interaction and production in parallel. If there are any differences in terms of the level at which the examination should be situated with respect to production vs. interaction, please make a note of that where relevant in the table below.

| Linguistic Competence | Short description and/or reference |
|--|---|
| <p>1 What is the range of lexical and grammatical competence that the test takers are expected to be able to handle?</p> <p style="text-align: center;">The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference.</p> | |
| <p>2 What is the range of phonological and orthographic competence that the test takers are expected to be able to handle?</p> <p style="text-align: center;">The lists in CEFR 5.2.1.4 and 5.2.1.5 might be of help as a reference.</p> | |
| <p>3 After reading the scales for Range and Accuracy in Table A4 and A5, indicate and justify at which level(s) of the scale the examination should be situated.</p> | Level |
| | Justification (incl. reference to documentation) |
| Socio-linguistic Competence | Short description and/or reference |
| <p>4 What are the socio-linguistic competences that the test takers are expected to be able to handle: linguistic markers, politeness conventions, register, adequacy, dialect/accent, etc.?</p> <p style="text-align: center;">The lists in CEFR 5.2.2 might be of help as a reference.</p> | |
| <p>5 After reading the scale for Socio-linguistic Competence in Table A4 and A5, indicate and justify at which level(s) of the scale the examination should be situated.</p> | Level |
| | Justification (incl. reference to documentation) |

FORMS 20-22: COMMUNICATIVE COMPETENCE IN PRODUCTION AND RECEPTION

| Pragmatic Competence | Short description and/or reference |
|--|---|
| <p>6 What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences?</p> <p style="text-align: center;">The lists in CEFR 5.2.3 might be of help as a reference.</p> | |
| <p>7 After reading the scale for Fluency in Table A4 and A5, indicate and justify at which level(s) of the scale the examination should be situated.</p> | Level |
| | Justification (incl. reference to documentation) |
| Strategic Competence | Short description and/or reference |
| <p>8 What are the interaction strategies that the test takers are expected to be able to handle?</p> <p style="text-align: center;">The discussion in CEFR 4.4.3.5 might be of help as a reference.</p> | |
| <p>9 After reading the scale for Interaction in Table A4 and A5, indicate and justify at which level(s) of the scale the examination should be situated.</p> | Level |
| | Justification (incl. reference to documentation) |

FORM A9: LISTENING COMPREHENSION

| Listening Comprehension | Short description and/or reference |
|--|---|
| <p>1 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>2 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>4 What text-types and what length of text are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>5 After reading the scale for Overall Listening Comprehension, provided in your familiarization pack, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>The subscales for listening comprehension in the Reference folder might be of help as a reference.</p> | <p>Level:</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORM A10: READING COMPREHENSION

| Reading Comprehension | Short description and/or reference |
|--|--|
| <p>1 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>2 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>4 What text-types and what length of text are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>5 After reading the scale for Overall Reading Comprehension, provided in your familiarization pack, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>The subscales for reading comprehension in the Reference folder might be of help as a reference.</p> | <p>Level</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORM 18: WRITTEN MEDIATION

| Written Mediation | Short description and/or reference |
|---|--|
| <p>1 Which text-to-text activities occur?</p> <p>Table 6 in CEFR 4.6.4 might be of help as a reference.</p> | |
| <p>2 Which type of mediating activities are tested?</p> <p>The list in CEFR 4.4.4.2 might be of help as a reference</p> | |
| <p>3 In what contexts (domains, situations, ...) are the test takers to show ability?</p> <p>Document 1 in your content mapping pack might be of help as a reference.</p> | |
| <p>4 Which communication themes are the test takers expected to be able to handle?</p> <p>Document 2 in your content mapping pack might be of help as a reference.</p> | |
| <p>5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p> | |
| <p>6 What kind of texts and text-types are the test takers expected to be able to handle?</p> <p>The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p> | |
| <p>7 After consulting Mediation scales, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>Might only Written translation scale be relevant for GCSE reading paper or are there any other mediation sub scales that are relevant?</p> | <p>Level</p> |
| | <p>Justification (incl. reference to documentation)</p> |

FORM 19: ASPECTS OF LANGUAGE COMPETENCE IN RECEPTION

Communicative Language Competence in Reception

| Linguistic Competence | Short description and/or reference |
|--|--|
| <p>1 What is the range of lexical and grammatical competence that the test takers are expected to be able to handle?</p> <p>The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference.</p> | |
| <p>2 After reading the scale for Linguistic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated.</p> | <p>Level</p> <p>Justification (incl. reference to documentation)</p> |
| Socio-linguistic Competence | Short description and/or reference |
| <p>3 What are the socio-linguistic competences that the test takers are expected to be able to handle: linguistic markers, politeness conventions, register, adequacy, dialect/accent, etc.?</p> <p>The lists in CEFR 5.2.2 might be of help as a reference.</p> | |
| <p>4 After reading the scale for Socio-linguistic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated.</p> | <p>Level</p> <p>Justification (incl. reference to documentation)</p> |

FORM 19: ASPECTS OF LANGUAGE COMPETENCE IN RECEPTION

| Pragmatic Competence | Short description and/or reference |
|--|---|
| <p>5 What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences?</p> <p style="padding-left: 40px;">The lists in CEFR 5.2.3 might be of help as a reference.</p> | |
| <p>6 After reading the scale for Pragmatic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated.</p> | Level |
| | Justification (incl. reference to documentation) |
| Strategic Competence | Short description and/or reference |
| <p>7 What are the strategic competences that the test takers are expected to be able to handle?</p> <p style="padding-left: 40px;">The discussion in CEFR 4.4.2.4. might be of help as a reference.</p> | |
| <p>8 After reading the scale for Strategic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated.</p> | Level |
| | Justification (incl. reference to documentation) |

Integrated Skills

What combinations of skills (if any) occur in the examination subtests?
Indicate in Form A15 and indicate your estimation of the level(s) at which these skills are required.

| Integrated Skills Combinations | Subtest it occurs in which paper? | Estimated level |
|---|-----------------------------------|-----------------|
| 1 Listening and Note-taking <input type="checkbox"/> | | |
| 2 Listening and Spoken Production <input type="checkbox"/> | | |
| 3 Listening and Written Production <input type="checkbox"/> | | |
| 4 Reading and Note-taking <input type="checkbox"/> | | |
| 5 Reading and Spoken Production <input type="checkbox"/> | | |
| 6 Reading and Written Production <input type="checkbox"/> | | |
| 7 Listening and Reading, plus Note-taking <input type="checkbox"/> | | |
| 8 Listening and Reading, plus Spoken Production <input type="checkbox"/> | | |
| 9 Listening and Reading, plus Written Production <input type="checkbox"/> | | |

Form A15: Integrated Skills Combinations

Investigating standards in GCSE French, German and Spanish through the lens of the CEFR - Appendices

Final estimation summary.xlsx - Excel

File Home Insert Page Layout Formulas Data Review View Acrobat Tell me what you want to do...

Clipboard Font Alignment Number Styles Cells

| | A | B | C | D | E | F | G | H | I | J | K | L |
|----|---|------------|----------------------------|---------------------------|-----------------------------|----------------------------|------------------|------------------|-----------|------------|------------|---|
| 1 | | | | | | | | | | | | |
| 2 | | Reception | | | | | | | | | | |
| 3 | | Overall | Overall listening comp | Overall reading comp | Processing Text | Linguistic | Socio-linguistic | Pragmatic | Strategic | Mediation? | | |
| 4 | | Level | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | Production | | | | | | | | | | |
| 9 | | Overall | Overall spoken interaction | Overall spoken production | Overall written interaction | Overall written production | Linguistic | Socio-linguistic | Pragmatic | Strategic | Mediation? | |
| 10 | | Level | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| 13 | | Overall | | | | | | | | | | |
| 14 | | Level | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | |

Appendix F. Example of rank ordering judging design

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA |
|----|-------|------|------|-------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| 1 | | | | | Judge 1 | Judge 2 | Judge 3 | Judge 4 | Judge 5 | Judge 6 | Judge 7 | Judge 8 | Judge 9 | Judge 10 | Judge 11 | Judge 12 | Judge 13 | Judge 1 | Judge 2 | Judge 3 | Judge 4 | Judge 5 | Judge 6 | Judge 7 | Judge 8 | Judge 9 | Judge 10 |
| 2 | ID | Year | Mark | Range | Pack 6 | Pack 6 | Pack 6 | Pack 6 | Pack 5 |
| 3 | CFW03 | CEFR | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | CFW04 | CEFR | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | CFW06 | CEFR | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | CFW05 | CEFR | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | CFW02 | CEFR | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | GFW38 | GCSE | 24 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 9 | GFW40 | GCSE | 24 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | GFW50 | GCSE | 24 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 11 | GFW15 | GCSE | 25 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |
| 12 | GFW29 | GCSE | 25 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 13 | GFW32 | GCSE | 25 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 |
| 14 | GFW30 | GCSE | 26 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 15 | GFW45 | GCSE | 26 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | GFW48 | GCSE | 26 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | GFW10 | GCSE | 42 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 18 | GFW14 | GCSE | 42 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | GFW17 | GCSE | 42 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 20 | GFW07 | GCSE | 43 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | GFW33 | GCSE | 43 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | GFW35 | GCSE | 43 | 3 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 23 | GFW04 | GCSE | 44 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | GFW09 | GCSE | 44 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | GFW16 | GCSE | 44 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | GFW13 | GCSE | 51 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 27 | GFW27 | GCSE | 51 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 28 | GFW36 | GCSE | 51 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 29 | GFW18 | GCSE | 52 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 30 | GFW31 | GCSE | 52 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 31 | GFW51 | GCSE | 52 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 32 | GFW43 | GCSE | 53 | 4 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 33 | GFW39 | GCSE | 53 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 34 | GFW42 | GCSE | 53 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |

Appendix G. Rank ordering instructions and recording form

Rank ordering task instructions and FAQs

Important:

Please complete the familiarisation task before starting on the rank-ordering task.

Please read the whole instructions and FAQ sheet carefully before starting the rank-ordering task.

The purpose of this rank ordering exercise

In your familiarisation task, you will have gained a sense of a 'quality scale' or a 'language ladder' of competences, as presented in the CEFR descriptors.

Using your knowledge of this 'quality scale', this exercise will allow us to link writing performances and speaking performances in GCSE exam to the CEFR. You will conduct a number of 'mini' rank order exercises, where, using your expert judgement, you will be combining GCSE performances and previously CEFR benchmarked performances into a single rank order for each set. You will do this first for writing performances, and then for speaking performances.

We will combine the data from your rank orders with that of all the other judges in this exercise and putting all of them together we will be able to estimate how standards of a sample of GCSE writing and speaking performances relate to standards of CEFR benchmark writing and speaking performances.

What is rank ordering?

Rank ordering is a technique for capturing expert judgement in a variety of contexts. It has been used considerably in the assessment context in the last decade or so. For example, previous research exercises have found that rank ordering is a valid method for comparing performance standards between examinations from different years. In the current study, you will be comparing the standards of a sample of GCSE writing performances, followed by a sample of GCSE speaking performances with benchmark writing and speaking performances of candidates from various international examinations which have a known CEFR level.

Essentially, a sample of candidate performances (scripts) from two or more examinations are rank ordered by multiple judges (examiners, subject experts). These rankings are then combined and analysed to place each script onto a single scale of quality. In the current study, by looking at how the marks and grades from GCSE and benchmark CEFR levels are distributed on this scale of quality we can relate the performance standards in GCSE to the CEFR scale.

Instructions

1. The materials for rank-ordering

All the materials you will require for this task are in electronic format.

You have been allocated six sets of written scripts to rank order, followed by six sets of audio files with speaking performances.

Each set contains four scripts. In each case, three of these are from the GCSE June 2018 exam, and one is a CEFR benchmark script from an international exam.

All marks, annotations and levels from both GCSE and CEFR scripts have been removed.

Some sets contain scripts moderately close to one another when marked conventionally, while others might contain scripts with a greater range of quality.

You should make no assumptions about the way in which the scripts are ordered within each set. They are deliberately randomised.

The script labels do not relate to script total marks or levels and were randomly generated.

2. Where to find your sets of scripts

We recommend that you use **Internet Explorer browser** for doing the rank-ordering task, as it will allow you to open documents in separate tabs easily, which will make ranking easier.

You can access your allocation [here](#). Once you open this link, please **identify the folder with your Judge ID** to access your allocation of script sets.

In your folder, you will find two sub folders, writing and speaking. Each of these folders also contains a recording sheet, in which you should record your rank order for each script set. You can either edit the recording sheets online where any changes are autosaved, or download them to your computer, work on them and save, then upload into your allocated folder.

3. The rank ordering task

Please complete the task for writing first before doing the speaking.

Consider one set of scripts at a time. For each set, place the scripts into a single rank order, from best (rank 1) to worst (rank 4), based on a ***holistic judgement of overall quality***. It is important that you use the important aspects of language competence according to CEFR as the basis for your judgements of quality, even if these may be different from what is currently considered important for GCSE MFL qualifications and assessments.

The task should be carried out once for each set of scripts. Do not consider scripts from different sets at the same time – scripts from different sets have to be kept separate.

You will be comparing GCSE performances with one another and also with the performance from a different examination. It is important to focus on the qualities of the writing or speaking (as elucidated in the CEFR) in order to do this successfully. Essentially, the question you are asking is ‘which is the better/best quality performance’.

4. GCSE written performances – how to deal with the translation task

The GCSE written paper contains a translation task. It may not be appropriate to use the CEFR scale for translating written text (mediation) as this task may be focused on just testing vocabulary and grammar more than other aspects of translation. If you feel this may be the case, then feel free to judge the quality of translation in terms of vocabulary and grammar merits alone, without considering the relevant CEFR mediation scale. If you believe that the mediation translation scale is appropriate, please by all means use it.

5. The speaking performances

The benchmark CEFR speaking performances consist of two audio files per performance.

- One audio file is the performance of a person in a monologue, and
- The second one is the same person taking part in a role-play with another person.

When considering the quality of the speaking performance, ***please focus on the person named in the monologue file***, and only consider the performance of that person when listening to the role-play audio.

In addition, please note that each GCSE speaking audio file contains the name of the school, examiner and the candidate. It is not possible to redact these details and, as per your contract, we remind you to treat this information entirely confidentially. [NB You are obliged to treat all information you access as part of this study as confidential as per your contract.]

6. Making the judgements

For each set, you should endeavour to make a holistic judgement about each script's quality and its overall merit, relative to the other scripts in the set. You may use any method you wish to do this based on scanning the scripts and items and using your judgement to summarise the relative merits. You may wish to open the writing scripts in separate tabs, to be able to compare them alongside each other.

No tied ranks are allowed. You must choose a different rank for each script on the recording form.

Whilst it can be difficult to make relative judgements about scripts from different examinations, and with different knowledge and skills profiles, we ask that you do this as best you can, forming a holistic judgement of each script while using the important aspects of language ability as per CEFR as the basis for your judgements.

You must take account of the whole work of each student. It is vitally important for the success of the research exercise that your judgment is based upon a holistic evaluation of each script. Please do not be tempted to base your judgments upon just one question or a subset of questions. Please consider all the responses that each student gave, and try to come to a view on the quality of the student's work relative to that shown in the other scripts in the set.

Please do not collaborate with any of your colleagues who are completing this exercise as it is important that we have independent responses to the tasks. We are interested in your personal judgement about the quality of the scripts. Additionally, your colleagues will have a different combination of scripts in different sets.

If you have any uncertainties about what you are doing at any point in the process, please get in touch and we will be happy to talk you through it.

7. Use of mark schemes

We have provided the mark schemes for reference only – e.g. if you do not know a correct answer for a specific question. They are not to be used as the basis for the rank ordering.

You must not re-mark the scripts. You need to make an overall (or holistic) judgement about the quality of the scripts.

8. Recording your judgements

Once you have decided upon a single rank order for the scripts from a set, please record the order in the appropriate recording sheet provided in each folder. You can choose the rank from drop down menus in the Rank column. Remember that 1 is best, and 4 is worst. The script ID is the name of each script file.

Please also record your judge ID in the appropriate place on the form.

9. Deadline

Please complete the rank ordering exercise by **the evening of 26th February.**

FAQs

How should I arrive at a rank order?

You should make a holistic judgement of the quality of each script, based on what constitutes 'better quality' as elucidated in the CEFR scales in the familiarisation task.

Different judges may use slightly different procedures and you may determine your own procedure. Some judges like to create a very brief note, as a form of script summary or 'aide memoir' for some scripts (e.g. "good on X but less convincing on Y") after reading/scanning to help them in the final consideration of script order.

Will re-marking the scripts help me?

No. In fact, it will work against the objectives of the exercise. Because mark scales for different specifications are not identical (in this case the GCSE and the CEFR benchmark scripts are from different exams), remarking the scripts will not help us place the two sets of scripts on a single scale. This can only be done by making holistic judgements about the quality of each script and the performance within it, relative to the other scripts.

How do I compare scripts from GCSE with CEFR benchmarks when they come from different examinations?

Please try as best as you can to focus on the important aspects of language quality as per CEFR when making your comparisons, ignoring the fact that the scripts come from different examinations or that the quantities of writing or speaking are sometimes significantly different between CEFR benchmarks and GCSE scripts.

Is there a 'right' answer to the order of the scripts?

This is not a 'test' whereby the researchers know the right answer and want to see if you can get it right! The 'right' order of scripts in any set is the order that you determine by making a holistic judgement about the quality of each script relative to the other scripts in the set.

Should I complete the whole task in one go?

You can work flexibly to fit around other commitments. There is no need to complete the whole task in one sitting.

How long should each set take me?

Gradually as you become accustomed to this task you will no doubt speed up. We anticipate that each set will take approximately 30 minutes in this context. Remember that the aim is to make holistic, intuitive judgements. Read each script or listen to each audio, think about which are better or worse and put them in order. Try not to dwell on your decisions for too long.

It should not take longer than 7 hours (one working day) to complete the rank-ordering task for both writing and speaking.

What should I do if I have any questions?

Feel free to get in touch with us at any time!

Please contact Milja Curcin on milja.curcin@ofqual.gov.uk

Investigating standards in GCSE French, German and Spanish through the lens of the CEFR - Appendices

JUDGE ID:

| Set | Script ID | Rank 1 = BEST 4 = WORST |
|-----|-----------|-------------------------------|
| | 1 CFW05 | |
| | 1 GFW30 | |
| | 1 GFW17 | |
| | 1 GFW42 | |
| | 2 CFW02 | |
| | 2 GFW50 | |
| | 2 GFW29 | |
| | 2 GFW33 | |
| | 3 CFW04 | |
| | 3 GFW10 | |
| | 3 GFW16 | |
| | 3 GFW31 | |
| | 4 CFW06 | |
| | 4 GFW45 | |
| | 4 GFW16 | |
| | 4 GFW18 | |
| | 5 CFW04 | |
| | 5 GFW10 | |
| | 5 GFW18 | |
| | 5 GFW43 | |
| | 6 CFW03 | |
| | 6 GFW50 | |
| | 6 GFW35 | |
| | 6 GFW43 | |

Appendix H. Excerpt from Basket method rating tool

Spanish Listening Comprehension

0%

Your details

Judge ID *

Your initials *

Save and Continue Later

Next Page

Spanish Listening Comprehension

9%

Un colegio británico en Madrid

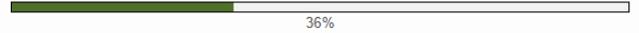
1a *

- | | |
|---|--------------------------------|
| <input type="radio"/> BELOW A1 | <input type="radio"/> B1 LOW |
| <input checked="" type="radio"/> A1 LOW | <input type="radio"/> B1 MID |
| <input type="radio"/> A1 MID | <input type="radio"/> B1 HIGH |
| <input type="radio"/> A1 HIGH | <input type="radio"/> B2 LOW |
| <input type="radio"/> A2 LOW | <input type="radio"/> B2 MID |
| <input type="radio"/> A2 MID | <input type="radio"/> B2 HIGH |
| <input type="radio"/> A2 HIGH | <input type="radio"/> ABOVE B2 |

1b *

- | | |
|--------------------------------|--------------------------------|
| <input type="radio"/> BELOW A1 | <input type="radio"/> B1 LOW |
| <input type="radio"/> A1 LOW | <input type="radio"/> B1 MID |
| <input type="radio"/> A1 MID | <input type="radio"/> B1 HIGH |
| <input type="radio"/> A1 HIGH | <input type="radio"/> B2 LOW |
| <input type="radio"/> A2 LOW | <input type="radio"/> B2 MID |
| <input type="radio"/> A2 MID | <input type="radio"/> B2 HIGH |
| <input type="radio"/> A2 HIGH | <input type="radio"/> ABOVE B2 |

Spanish Listening Comprehension



A young Spanish singer

4 (1st mark) *

- BELOW A1
- A1 LOW
- A1 MID
- A1 HIGH
- A2 LOW
- A2 MID
- A2 HIGH

- B1 LOW
- B1 MID
- B1 HIGH
- B2 LOW
- B2 MID
- B2 HIGH
- ABOVE B2

4 (2nd mark) *

- BELOW A1
- A1 LOW
- A1 MID
- A1 HIGH
- A2 LOW
- A2 MID
- A2 HIGH

- B1 LOW
- B1 MID
- B1 HIGH
- B2 LOW
- B2 MID
- B2 HIGH
- ABOVE B2

Appendix I. Data cleaning undertaken

Spanish writing

After the initial Facets run of the model, 10 observations with standardised residuals greater than 3 were removed, and the model rerun. All further analyses were based on the parameters from the second run.

Spanish speaking

After the initial Facets run of the model, J36 data were removed from analysis as well as the most misfitting observations from J11 and the model rerun. All further analyses were based on the parameters from the second run.

German writing

After the initial Facets run of the model, judges J27 and J38 were removed from analysis because of extremely high outfit which could not be improved by only removing the most misfitting observations. All further analyses were based on the parameters from the second run.

German speaking

After the initial Facets run of the model, eight observations with high standardised residuals were removed from analysis. All further analyses were based on the parameters from the second run.

French writing

After the initial Facets run of the model, all data from judge J33 as well as the most unexpected observations with standardised residuals greater than 3 from several judges were removed, and the model rerun. All further analyses were based on the parameters from the second run.

French speaking

After the initial Facets run of the model, 38 standardised residuals over 3 were removed from analysis. All further analyses were based on the parameters from the second run.

Appendix J. Judge fit statistics

| Language | Judge | Writing | | | | Speaking | | | |
|----------|-------|---------|---------|----------|----------|----------|---------|----------|----------|
| | | InfitMS | InfitZS | OutfitMS | OutfitZS | InfitMS | InfitZS | OutfitMS | OutfitZS |
| Spanish | J03 | 1 | 0.17 | 0.21 | 3.11 | 0.47 | -1.76 | 0.2 | -0.38 |
| | J06 | 0.55 | -1.15 | 0.12 | 4.35 | 0.61 | -0.97 | 0.29 | 0.39 |
| | J10 | 1.33 | 0.81 | 0.92 | 4.01 | 1.52 | 1.58 | 1.12 | 1.04 |
| | J11 | 1.16 | 0.53 | 0.28 | 3.16 | 1.99 | 2.87 | 1.67 | 1.32 |
| | J15 | 0.9 | -0.23 | 0.3 | 3.42 | 1.51 | 1.44 | 1.96 | 1.17 |
| | J16 | 0.89 | -0.13 | 0.16 | 4.2 | 0.79 | -0.67 | 0.68 | -0.02 |
| | J17 | 0.68 | -0.78 | 0.16 | 3.32 | 0.48 | -1.93 | 0.21 | 0.19 |
| | J21 | 1.22 | 0.6 | 0.5 | 3.08 | 1.26 | 0.9 | 0.7 | 0.34 |
| | J24 | 0.45 | -0.99 | 0.1 | 3.19 | 1.19 | 0.7 | 1.07 | 0.43 |
| | J26 | 1.38 | 0.82 | 0.41 | 3.03 | 0.71 | -1.08 | 0.38 | -0.75 |
| | J29 | 1.81 | 1.66 | 0.61 | 3.76 | 0.81 | -0.61 | 0.4 | 0.46 |
| | J36 | 0.42 | -1.63 | 0.1 | 3.78 | | | | |
| | J39 | 0.9 | -0.17 | 0.37 | 3.02 | 0.66 | -1.4 | 0.36 | -0.13 |
| | Mean | 0.98 | 0 | 0.33 | 3.5 | 1 | -0.1 | 0.75 | 0.3 |
| SD | 0.39 | 0.9 | 0.23 | 0.4 | 0.47 | 1.5 | 0.56 | 0.6 | |
| German | J01 | 1.7 | 1.37 | 0.76 | 1.64 | 1.15 | 0.58 | 0.89 | 0.2 |
| | J02 | 0.38 | -1.67 | 0.17 | 2.27 | 1.02 | 0.14 | 0.79 | 0.1 |
| | J04 | 0.6 | -0.93 | 0.17 | 4.5 | 0.84 | -0.43 | 0.47 | -0.23 |
| | J08 | 1.41 | 1.11 | 1.06 | 2.1 | 1.55 | 1.62 | 1.08 | 0.64 |
| | J12 | 0.52 | -1.44 | 0.21 | 0.09 | 0.91 | -0.24 | 0.61 | -0.35 |
| | J13 | 1.19 | 0.63 | 0.92 | 2.52 | 0.74 | -0.89 | 0.44 | -0.36 |

Investigating standards in GCSE French, German and Spanish through the lens of the CEFR - Appendices

| | | | | | | | | | |
|--------|------|------|-------|------|------|------|-------|------|-------|
| | J14 | 0.42 | -1.32 | 0.15 | 3.2 | 1.13 | 0.49 | 0.75 | 0.48 |
| | J18 | 2.24 | 1.98 | 2.4 | 1.79 | 1.41 | 1.5 | 1.81 | 1.08 |
| | J23 | 0.88 | -0.24 | 0.33 | 1.44 | 0.68 | -1.13 | 0.37 | -0.88 |
| | J27 | | | | | 0.66 | -1.3 | 0.36 | -0.31 |
| | J32 | 0.5 | -2.05 | 0.2 | 2.63 | 0.79 | -0.68 | 0.42 | -0.45 |
| | J35 | 1.17 | 0.6 | 0.43 | 2.32 | 1.08 | 0.36 | 0.63 | -0.22 |
| | J38 | | | | | 1.3 | 1.11 | 1.75 | 0.95 |
| | Mean | 1 | -0.2 | 0.62 | 2.2 | 1.02 | 0.1 | 0.8 | 0 |
| | SD | 0.57 | 1.3 | 0.65 | 1 | 0.27 | 0.9 | 0.47 | 0.6 |
| French | J05 | 0.76 | -0.81 | 0.32 | 2.08 | 1.77 | 1.52 | 0.81 | 2.91 |
| | J07 | 0.8 | -0.36 | 0.69 | 1.01 | 0.63 | -1.08 | 0.24 | 2.91 |
| | J09 | 0.83 | -0.34 | 0.31 | 2.55 | 1.03 | 0.21 | 0.22 | 3.07 |
| | J19 | 1.36 | 1.33 | 0.92 | 2.04 | 1.19 | 0.69 | 0.62 | 2.64 |
| | J20 | 0.4 | -2.01 | 0.12 | 2.36 | 0.82 | -0.67 | 0.4 | 1.78 |
| | J22 | 1.32 | 0.89 | 0.53 | 2.1 | 0.99 | 0.14 | 0.29 | 1.47 |
| | J25 | 0.84 | -0.34 | 0.33 | 2.29 | 1.13 | 0.42 | 0.3 | 2.54 |
| | J28 | 1.38 | 1.08 | 0.76 | 1.67 | 0.74 | -0.37 | 0.19 | 1.11 |
| | J30 | 0.94 | -0.01 | 0.44 | 2.46 | 1.29 | 0.98 | 0.54 | 2.13 |
| | J31 | 1.15 | 0.57 | 0.54 | 1.32 | 1.05 | 0.27 | 0.21 | 2.7 |
| | J33 | | | | | 1.07 | 0.31 | 0.29 | 2.23 |
| | J34 | 0.96 | 0.03 | 0.31 | 3.34 | 0.98 | 0.08 | 0.27 | 2.13 |
| | J37 | 1.23 | 0.73 | 0.78 | 1.91 | 1.01 | 0.14 | 0.36 | 2.66 |
| | | Mean | 1 | 0.1 | 0.5 | 2.1 | 1.05 | 0.2 | 0.37 |
| | SD | 0.29 | 0.9 | 0.23 | 0.6 | 0.27 | 0.6 | 0.18 | 0.6 |

Appendix K. Facets script measurement reports

Spanish writing

Table 7.3.1 Script Measurement Report (arranged by mN).

| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Measure | Model S.E. | Infit MnSq | ZStd | Outfit MnSq | ZStd | Estim. Discrm | Correlation PtMea | PtExp | Nu | Script |
|-------------|-------------|---------------|---------------|---------|------------|------------|------|-------------|------|---------------|-------------------|-------|----|-------------------|
| 24 | 48 | .5 | 1.00 | 8.43 | 1.06 | 1.08 | .3 | .27 | 3.8 | .94 | .88 | .89 | 5 | CSW05 |
| 11.5 | 23 | .5 | 1.00 | 6.98 | 1.06 | .73 | -.4 | .12 | 4.6 | 1.41 | .87 | .86 | 26 | GSW32 |
| 24 | 48 | .5 | 1.00 | 6.92 | .56 | .89 | -.4 | .26 | 3.5 | 1.27 | .81 | .81 | 4 | CSW16 |
| 12 | 24 | .5 | 1.00 | 6.69 | .75 | .96 | .0 | .31 | 5.5 | 1.19 | .80 | .81 | 32 | GSW20 |
| 15 | 30 | .5 | 1.00 | 6.41 | .78 | .66 | -1.1 | .16 | 4.3 | 1.64 | .85 | .84 | 28 | GSW17 |
| 13.5 | 27 | .5 | 1.00 | 6.30 | .82 | 1.64 | 1.4 | .86 | 3.9 | .27 | .78 | .81 | 27 | GSW06 |
| 13.5 | 27 | .5 | 1.00 | 5.94 | .77 | 1.18 | .5 | .65 | 2.9 | .78 | .77 | .79 | 24 | GSW24 |
| 23 | 46 | .5 | 1.00 | 5.74 | .68 | .83 | -.4 | .19 | 3.6 | 1.30 | .87 | .87 | 3 | CSW01 |
| 12 | 24 | .5 | .99 | 4.67 | .94 | .69 | -.4 | .18 | 3.8 | 1.30 | .85 | .85 | 29 | GSW48 |
| 12 | 24 | .5 | .97 | 3.50 | 1.64 | 4.57 | 1.8 | 1.03 | 4.9 | .04 | .85 | .90 | 25 | GSW29 |
| 12 | 24 | .5 | .97 | 3.44 | 1.20 | .13 | -1.2 | .04 | 4.5 | 1.40 | .89 | .87 | 30 | GSW13 |
| 12 | 24 | .5 | .96 | 3.19 | 1.11 | .18 | -1.3 | .05 | 3.7 | 1.40 | .87 | .85 | 31 | GSW19 |
| 12 | 24 | .5 | .90 | 2.22 | 1.02 | .33 | -1.4 | .07 | 3.3 | 1.46 | .89 | .87 | 20 | GSW35 |
| 12 | 24 | .5 | .80 | 1.41 | 1.04 | 1.10 | .3 | .40 | 1.2 | .97 | .88 | .89 | 21 | GSW01 |
| 24 | 48 | .5 | .47 | -.13 | .87 | .71 | -.1 | .28 | .7 | 1.13 | .90 | .89 | 2 | CSW10 |
| 13.5 | 27 | .5 | .13 | -1.94 | 1.12 | .48 | -.6 | .07 | 4.3 | 1.33 | .89 | .88 | 19 | GSW21 |
| 13 | 26 | .5 | .10 | -2.17 | .72 | 1.00 | .1 | .33 | 3.8 | 1.10 | .79 | .79 | 16 | GSW18 |
| 12 | 24 | .5 | .08 | -2.41 | .96 | .56 | -.8 | .12 | 4.0 | 1.41 | .86 | .85 | 15 | GSW03 |
| 12 | 24 | .5 | .08 | -2.41 | .84 | 1.58 | 1.2 | .66 | 4.4 | .34 | .80 | .83 | 22 | GSW02 |
| 13.5 | 27 | .5 | .07 | -2.62 | .70 | 1.33 | 1.0 | .76 | 3.5 | .47 | .76 | .79 | 23 | GSW05 |
| 12 | 24 | .5 | .07 | -2.67 | 1.01 | .60 | -.9 | .11 | 4.9 | 1.52 | .89 | .88 | 18 | GSW15 |
| 11.5 | 23 | .5 | .06 | -2.73 | .74 | .83 | -.4 | .29 | 4.6 | 1.32 | .77 | .77 | 11 | GSW36 |
| 15 | 30 | .5 | .05 | -2.95 | .82 | .78 | -.4 | .18 | 3.4 | 1.27 | .84 | .84 | 9 | GSW07 |
| 15 | 30 | .5 | .04 | -3.22 | .77 | .98 | .0 | .26 | 5.0 | 1.12 | .83 | .83 | 17 | GSW44 |
| 13.5 | 27 | .5 | .02 | -4.03 | .80 | 1.33 | .7 | .54 | 5.4 | .80 | .77 | .79 | 14 | GSW23 |
| 12 | 24 | .5 | .01 | -4.42 | 1.01 | 1.53 | .8 | .51 | 4.4 | .75 | .80 | .82 | 13 | GSW10 |
| 13.5 | 27 | .5 | .00 | -5.31 | .78 | .59 | -.7 | .23 | 3.8 | 1.35 | .79 | .78 | 7 | GSW11 |
| 14.5 | 29 | .5 | .00 | -5.77 | .80 | 1.79 | 1.3 | .70 | 2.1 | .54 | .73 | .76 | 10 | GSW28 |
| 12 | 24 | .5 | .00 | -6.30 | 1.32 | .42 | -.8 | .05 | 4.9 | 1.46 | .90 | .90 | 12 | GSW09 |
| 21 | 42 | .5 | .00 | -6.70 | .58 | .79 | -.5 | .32 | 3.2 | 1.25 | .75 | .74 | 1 | CSW08 |
| 15 | 30 | .5 | .00 | -7.69 | .88 | 1.48 | .9 | .42 | 2.7 | .71 | .79 | .81 | 8 | GSW47 |
| 11.5 | 23 | .5 | .00 | -8.38 | 1.12 | .68 | -.2 | .12 | 3.1 | 1.30 | .83 | .83 | 6 | GSW08 |
| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Measure | Model S.E. | Infit MnSq | ZStd | Outfit MnSq | ZStd | Estim. Discrm | Correlation PtMea | PtExp | Nu | Script |
| 14.5 | 28.9 | .5 | .46 | .00 | .91 | 1.01 | -.1 | .33 | 3.8 | | .83 | | | Mean (Count: 32) |
| 3.9 | 7.9 | .0 | .46 | 4.99 | .22 | .76 | .9 | .25 | 1.1 | | .05 | | | S.D. (Population) |
| 4.0 | 8.0 | .0 | .46 | 5.07 | .22 | .77 | .9 | .26 | 1.1 | | .05 | | | S.D. (Sample) |

Model, Populn: RMSE .94 Adj (True) S.D. 4.90 Separation 5.21 Strata 7.28 Reliability .96
 Model, Sample: RMSE .94 Adj (True) S.D. 4.98 Separation 5.29 Strata 7.39 Reliability .97
 Model, Fixed (all same) chi-square: 1171.4 d.f.: 31 significance (probability): .00
 Model, Random (normal) chi-square: 30.9 d.f.: 30 significance (probability): .42

Spanish speaking

Table 7.3.1 Script Measurement Report (arranged by mN).

| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea PtExp | | Nu Script | |
|--|-------------|---------------|---------------|---------------|------------|------------|------------|-------------|-------------|---------------|-------------------------|-----|-------------------|-------|
| 13.5 | 27 | .5 | 1.00 | 7.73 | 1.89 | Maximum | | | | .00 | .00 | 27 | GSS12 | |
| 22.5 | 45 | .5 | 1.00 | 5.33 | 1.09 | .48 | -.4 | .05 | 1.0 | 1.23 | .93 | .91 | 4 | CSS14 |
| 7.5 | 15 | .5 | .99 | 4.86 | 1.28 | 2.11 | 1.2 | 1.27 | 1.5 | .51 | .81 | .88 | 29 | GSS30 |
| 12 | 24 | .5 | .94 | 2.83 | .77 | .76 | -.4 | .31 | .7 | 1.27 | .84 | .82 | 30 | GSS02 |
| 12 | 24 | .5 | .90 | 2.23 | .65 | 1.12 | .4 | .82 | .1 | .92 | .74 | .77 | 32 | GSS33 |
| 43 | 86 | .5 | .88 | 2.02 | .33 | 1.14 | .8 | .86 | .1 | .86 | .71 | .73 | 3 | CSS04 |
| 10.5 | 21 | .5 | .88 | 1.98 | .69 | .69 | -.8 | .33 | .0 | 1.40 | .79 | .75 | 31 | GSS04 |
| 12 | 24 | .5 | .88 | 1.95 | .70 | 1.22 | .7 | 1.28 | .6 | .72 | .75 | .80 | 25 | GSS40 |
| 22 | 44 | .5 | .84 | 1.69 | .50 | 1.25 | 1.0 | 1.43 | .7 | .65 | .72 | .77 | 2 | CSS16 |
| 13.5 | 27 | .5 | .83 | 1.59 | .56 | .81 | -.8 | .47 | .0 | 1.38 | .73 | .70 | 23 | GSS43 |
| 12 | 24 | .5 | .82 | 1.51 | .66 | .67 | -1.0 | .31 | -.2 | 1.40 | .82 | .77 | 22 | GSS17 |
| 10.5 | 21 | .5 | .77 | 1.21 | .58 | 1.08 | .3 | .73 | .0 | .95 | .64 | .67 | 18 | GSS16 |
| 12 | 24 | .5 | .71 | .91 | .53 | .66 | -1.4 | .47 | -.4 | 1.57 | .72 | .63 | 21 | GSS03 |
| 12 | 24 | .5 | .68 | .77 | .57 | .98 | .0 | .68 | .0 | 1.09 | .67 | .67 | 20 | GSS39 |
| 13.5 | 27 | .5 | .67 | .71 | .55 | .90 | -.2 | .68 | .0 | 1.13 | .72 | .70 | 17 | GSS42 |
| 10.5 | 21 | .5 | .52 | .09 | .66 | .70 | -.6 | .57 | -.2 | 1.25 | .79 | .74 | 26 | GSS47 |
| 12 | 24 | .5 | .49 | -.04 | .54 | 1.41 | 1.2 | 1.77 | 1.1 | .39 | .44 | .64 | 24 | GSS37 |
| 15 | 30 | .5 | .43 | -.26 | .55 | 1.00 | .1 | .87 | .2 | 1.00 | .70 | .71 | 28 | GSS21 |
| 12 | 24 | .5 | .34 | -.65 | .65 | .48 | -1.4 | .25 | -.2 | 1.47 | .83 | .75 | 19 | GSS31 |
| 11.5 | 23 | .5 | .33 | -.69 | .61 | .99 | .0 | .89 | .1 | 1.02 | .66 | .67 | 15 | GSS14 |
| 19.5 | 39 | .5 | .25 | -1.09 | .45 | 1.36 | 1.3 | 1.57 | 1.1 | .58 | .56 | .66 | 1 | CSS17 |
| 15 | 30 | .5 | .15 | -1.73 | .57 | .96 | .0 | 1.35 | .7 | .93 | .72 | .75 | 9 | GSS25 |
| 13.5 | 27 | .5 | .15 | -1.77 | .67 | .83 | -.2 | .52 | -.3 | 1.15 | .84 | .81 | 14 | GSS13 |
| 12 | 24 | .5 | .10 | -2.20 | .63 | 1.03 | .1 | .65 | -.1 | 1.04 | .75 | .75 | 10 | GSS35 |
| 12 | 24 | .5 | .10 | -2.21 | .63 | .99 | .0 | .71 | 1.0 | 1.01 | .70 | .71 | 16 | GSS18 |
| 8.5 | 17 | .5 | .09 | -2.27 | .79 | 1.51 | 1.1 | 1.21 | 1.0 | .51 | .67 | .76 | 11 | GSS15 |
| 10.5 | 21 | .5 | .07 | -2.54 | 1.19 | .60 | -.4 | .11 | 1.2 | 1.28 | .89 | .87 | 12 | GSS07 |
| 10.5 | 21 | .5 | .07 | -2.60 | .68 | .65 | -.8 | .36 | -.3 | 1.37 | .81 | .75 | 6 | GSS38 |
| 12 | 24 | .5 | .03 | -3.55 | 1.07 | 1.11 | .3 | .58 | 1.3 | .96 | .84 | .85 | 7 | GSS41 |
| 15 | 30 | .5 | .02 | -3.91 | .81 | 1.32 | .7 | .58 | 1.2 | .86 | .81 | .83 | 8 | GSS46 |
| 12 | 24 | .5 | .02 | -4.18 | 1.15 | .51 | -.5 | .09 | .8 | 1.32 | .89 | .88 | 13 | GSS08 |
| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea PtExp | | Nu Script | |
| 13.9 | 27.7 | .5 | .52 | .25 | .74 | .98 | .0 | .73 | .4 | | .73 | | Mean (Count: 31) | |
| 6.2 | 12.4 | .0 | .36 | 2.71 | .30 | .35 | .8 | .45 | .6 | | .16 | | S.D. (Population) | |
| 6.3 | 12.6 | .0 | .36 | 2.75 | .31 | .35 | .8 | .45 | .6 | | .17 | | S.D. (Sample) | |
| With extremes, Model, Populn: RMSE .80 Adj (True) S.D. 2.59 Separation 3.23 Strata 4.63 Reliability .91 With extremes, Model, Sample: RMSE .80 Adj (True) S.D. 2.63 Separation 3.28 Strata 4.71 Reliability .92 Without extremes, Model, Populn: RMSE .74 Adj (True) S.D. 2.26 Separation 3.06 Strata 4.41 Reliability .90 Without extremes, Model, Sample: RMSE .74 Adj (True) S.D. 2.30 Separation 3.12 Strata 4.49 Reliability .91 With extremes, Model, Fixed (all same) chi-square: 287.7 d.f.: 30 significance (probability): .00 With extremes, Model, Random (normal) chi-square: 26.5 d.f.: 29 significance (probability): .60 | | | | | | | | | | | | | | |

German writing

Table 7.3.1 Script Measurement Report (arranged by mN).

| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | S.E. | Infit MnSq | ZStd | Outfit MnSq | ZStd | Estim. Discrm | Correlation PtMea | PtExp | Nu | Script |
|--|-------------|---------------|---------------|---------------|------|------------|------|-------------|------|---------------|-------------------|-------|----|-------------------|
| 21 | 42 | .5 | 1.00 | 8.68 | 1.85 | Maximum | | | | | .00 | .00 | 4 | CGW01 |
| 21 | 42 | .5 | 1.00 | 7.93 | 1.88 | Maximum | | | | | .00 | .00 | 5 | CGW07 |
| 9 | 18 | .5 | 1.00 | 7.58 | 1.91 | Maximum | | | | | .00 | .00 | 30 | GGW08 |
| 9 | 18 | .5 | 1.00 | 7.00 | 1.96 | Maximum | | | | | .00 | .00 | 26 | GGW46 |
| 10.5 | 21 | .5 | 1.00 | 5.59 | 1.15 | .67 | -.3 | .18 | 7.6 | 1.41 | .79 | .77 | 22 | GGW34 |
| 12 | 24 | .5 | .99 | 5.05 | .88 | 1.69 | 1.3 | .95 | 4.3 | .30 | .76 | .79 | 27 | GGW13 |
| 10.5 | 21 | .5 | .99 | 4.34 | 1.00 | .34 | -1.4 | .10 | 4.0 | 1.62 | .87 | .85 | 25 | GGW42 |
| 15 | 30 | .5 | .99 | 4.26 | .83 | .51 | -1.0 | .17 | 2.9 | 1.43 | .85 | .83 | 28 | GGW21 |
| 7.5 | 15 | .5 | .97 | 3.57 | .87 | .97 | .0 | .44 | 3.9 | 1.14 | .76 | .77 | 32 | GGW48 |
| 19.5 | 39 | .5 | .97 | 3.48 | .61 | 1.25 | .7 | .62 | 1.9 | .80 | .77 | .79 | 3 | CGW03 |
| 10.5 | 21 | .5 | .95 | 2.99 | .79 | .95 | .0 | .38 | .7 | 1.16 | .81 | .81 | 29 | GGW41 |
| 10.5 | 21 | .5 | .95 | 2.99 | .73 | 1.03 | .1 | .54 | .2 | 1.08 | .79 | .79 | 24 | GGW16 |
| 19.5 | 39 | .5 | .95 | 2.95 | .55 | .88 | -.3 | 1.13 | 1.4 | 1.02 | .75 | .76 | 2 | CGW05 |
| 10.5 | 21 | .5 | .94 | 2.74 | 1.06 | 2.59 | 2.1 | 2.52 | 2.4 | -.74 | .79 | .88 | 31 | GGW44 |
| 12 | 24 | .5 | .91 | 2.27 | .66 | .67 | -1.0 | .37 | .9 | 1.53 | .78 | .76 | 17 | GGW40 |
| 12 | 24 | .5 | .78 | 1.24 | .78 | .71 | -.4 | .53 | .5 | 1.19 | .82 | .80 | 23 | GGW38 |
| 9 | 18 | .5 | .62 | .51 | .94 | .26 | -1.5 | .12 | .0 | 1.50 | .88 | .83 | 15 | GGW29 |
| 10.5 | 21 | .5 | .58 | .30 | .89 | .38 | -1.2 | .20 | -.2 | 1.51 | .84 | .81 | 21 | GGW22 |
| 12 | 24 | .5 | .54 | .14 | .77 | 1.10 | .3 | .52 | .2 | .99 | .79 | .80 | 16 | GGW37 |
| 13.5 | 27 | .5 | .38 | -.49 | .80 | 1.74 | 1.4 | 2.43 | 1.1 | .29 | .75 | .84 | 9 | GGW18 |
| 12 | 24 | .5 | .28 | -.95 | .93 | .66 | -.4 | .25 | -.2 | 1.26 | .84 | .83 | 18 | GGW24 |
| 10.5 | 21 | .5 | .25 | -1.12 | 1.37 | .12 | -.9 | .04 | -.2 | 1.33 | .89 | .87 | 19 | GGW28 |
| 10.5 | 21 | .5 | .23 | -1.19 | .94 | 1.84 | 1.2 | 1.59 | .9 | .43 | .76 | .81 | 20 | GGW32 |
| 10.5 | 21 | .5 | .07 | -2.53 | 1.26 | .18 | -1.1 | .05 | 1.4 | 1.48 | .90 | .88 | 12 | GGW09 |
| 7.5 | 15 | .5 | .03 | -3.33 | 2.83 | .06 | .1 | .01 | 3.9 | 1.30 | .94 | .94 | 11 | GGW43 |
| 15 | 30 | .5 | .02 | -3.83 | .67 | .89 | -.2 | .42 | 2.1 | 1.18 | .77 | .77 | 8 | GGW35 |
| 12 | 24 | .5 | .02 | -3.89 | .84 | .88 | -.4 | .25 | 3.2 | 1.39 | .85 | .85 | 7 | GGW14 |
| 18 | 36 | .5 | .02 | -4.12 | .53 | 1.34 | 1.4 | 1.23 | 1.7 | .33 | .66 | .70 | 1 | CGW04 |
| 13.5 | 27 | .5 | .01 | -4.49 | .71 | .60 | -1.5 | .26 | 2.0 | 1.61 | .78 | .76 | 10 | GGW27 |
| 10.5 | 21 | .5 | .01 | -5.06 | .95 | .82 | -.2 | .28 | 5.4 | 1.28 | .83 | .83 | 13 | GGW10 |
| 10.5 | 21 | .5 | .00 | -5.44 | 1.12 | 1.09 | .3 | .34 | 5.7 | .92 | .86 | .87 | 14 | GGW47 |
| 10.5 | 21 | .5 | .00 | -6.00 | 1.09 | 1.07 | .3 | .40 | 4.8 | .98 | .82 | .83 | 6 | GGW06 |
| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | S.E. | Infit MnSq | ZStd | Outfit MnSq | ZStd | Estim. Discrm | Correlation PtMea | PtExp | Nu | Script |
| 12.4 | 24.8 | .5 | .58 | .97 | 1.07 | .90 | -.1 | .58 | 2.3 | | .71 | | | Mean (Count: 32) |
| 3.6 | 7.3 | .0 | .42 | 4.16 | .50 | .56 | 1.0 | .64 | 2.0 | | .27 | | | S.D. (Population) |
| 3.7 | 7.4 | .0 | .42 | 4.23 | .51 | .57 | 1.0 | .65 | 2.1 | | .28 | | | S.D. (Sample) |
| With extremes, Model, Populn: RMSE 1.18 Adj (True) S.D. 3.99 Separation 3.39 Strata 4.85 Reliability .92 With extremes, Model, Sample: RMSE 1.18 Adj (True) S.D. 4.06 Separation 3.45 Strata 4.93 Reliability .92 Without extremes, Model, Populn: RMSE 1.03 Adj (True) S.D. 3.32 Separation 3.22 Strata 4.62 Reliability .91 Without extremes, Model, Sample: RMSE 1.03 Adj (True) S.D. 3.39 Separation 3.28 Strata 4.71 Reliability .91 With extremes, Model, Fixed (all same) chi-square: 543.0 d.f.: 31 significance (probability): .00 With extremes, Model, Random (normal) chi-square: 31.0 d.f.: 30 significance (probability): .41 | | | | | | | | | | | | | | |

German speaking

Table 7.3.1 Script Measurement Report (arranged by mN).

| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea | Correlation PtExp | Nu Script |
|--|-------------|---------------|---------------|---------------|------------|------------|------------|-------------|-------------|---------------|-------------------|-------------------|-------------------|
| 23.5 | 47 | .5 | 1.00 | 6.62 | 1.85 | Maximum | | | | | .00 | .00 | 5 CGS02 |
| 12 | 24 | .5 | .98 | 4.01 | 1.11 | .75 | -.1 | .14 | .7 | 1.20 | .91 | .89 | 26 GGS36 |
| 12 | 24 | .5 | .96 | 3.11 | .67 | .84 | -.4 | .37 | .0 | 1.26 | .80 | .78 | 32 GGS37 |
| 24 | 48 | .5 | .96 | 3.09 | .47 | 1.19 | .7 | .72 | .0 | .88 | .74 | .76 | 4 CGS06 |
| 13.5 | 27 | .5 | .95 | 2.99 | .73 | .97 | .0 | .74 | .2 | 1.02 | .83 | .83 | 24 GGS17 |
| 15 | 30 | .5 | .93 | 2.53 | .61 | .62 | -1.2 | .29 | -.3 | 1.41 | .84 | .78 | 28 GGS34 |
| 13.5 | 27 | .5 | .85 | 1.77 | .53 | 1.07 | .3 | .75 | .0 | .95 | .65 | .68 | 27 GGS28 |
| 24 | 48 | .5 | .85 | 1.75 | .43 | 1.05 | .2 | .64 | -.3 | 1.02 | .73 | .73 | 3 CGS09 |
| 11 | 22 | .5 | .85 | 1.71 | .71 | 1.75 | 1.5 | 1.66 | .8 | .41 | .66 | .79 | 25 GGS26 |
| 13.5 | 27 | .5 | .80 | 1.38 | .57 | .93 | -.1 | .61 | -.3 | 1.14 | .74 | .73 | 22 GGS27 |
| 15 | 30 | .5 | .79 | 1.32 | .52 | .59 | -1.5 | .38 | -1.0 | 1.48 | .80 | .70 | 17 GGS35 |
| 12 | 24 | .5 | .75 | 1.10 | .63 | 1.84 | 1.9 | 2.55 | 1.6 | .07 | .53 | .75 | 31 GGS23 |
| 12 | 24 | .5 | .67 | .70 | .58 | .54 | -1.7 | .34 | -1.0 | 1.56 | .80 | .70 | 30 GGS09 |
| 12 | 24 | .5 | .63 | .53 | .66 | 1.65 | 1.4 | 1.57 | .9 | .43 | .64 | .74 | 21 GGS12 |
| 13 | 26 | .5 | .58 | .34 | .52 | 1.15 | .6 | .90 | .0 | .89 | .61 | .66 | 23 GGS47 |
| 23.5 | 47 | .5 | .54 | .16 | .41 | .89 | -.4 | 1.03 | .2 | 1.08 | .71 | .70 | 2 CGS10 |
| 12 | 24 | .5 | .49 | -.05 | .54 | .99 | .0 | .81 | -.2 | 1.06 | .63 | .63 | 29 GGS41 |
| 12 | 24 | .5 | .47 | -.12 | .59 | .53 | -1.6 | .33 | -1.1 | 1.56 | .77 | .68 | 15 GGS22 |
| 13.5 | 27 | .5 | .32 | -.77 | .54 | 1.15 | .6 | .78 | -.1 | .91 | .63 | .66 | 16 GGS29 |
| 12 | 24 | .5 | .28 | -.97 | .63 | 1.04 | .2 | .76 | .0 | .99 | .71 | .72 | 18 GGS13 |
| 12 | 24 | .5 | .21 | -1.32 | .67 | 1.38 | .9 | 1.05 | .3 | .70 | .68 | .73 | 20 GGS31 |
| 13.5 | 27 | .5 | .21 | -1.34 | .59 | .95 | .0 | 1.24 | .5 | .97 | .69 | .70 | 19 GGS14 |
| 12 | 24 | .5 | .20 | -1.36 | .65 | .92 | .0 | .51 | .0 | 1.14 | .75 | .74 | 11 GGS15 |
| 15 | 30 | .5 | .16 | -1.62 | .52 | .81 | -.7 | .55 | -.2 | 1.34 | .67 | .64 | 10 GGS10 |
| 13.5 | 27 | .5 | .16 | -1.68 | .60 | 1.29 | .8 | .78 | .1 | .84 | .71 | .75 | 7 GGS08 |
| 15 | 30 | .5 | .14 | -1.81 | .54 | 1.03 | .2 | 1.10 | .4 | .92 | .67 | .69 | 9 GGS04 |
| 12 | 24 | .5 | .14 | -1.84 | .55 | 1.29 | 1.2 | 1.61 | .8 | .32 | .53 | .62 | 6 GGS07 |
| 13.5 | 27 | .5 | .11 | -2.08 | .66 | .45 | -1.7 | .20 | -.3 | 1.50 | .83 | .78 | 14 GGS33 |
| 11.5 | 23 | .5 | .07 | -2.64 | .83 | .95 | .0 | .31 | .2 | 1.14 | .85 | .84 | 12 GGS05 |
| 21 | 42 | .5 | .06 | -2.77 | .44 | .96 | .0 | .62 | .1 | 1.10 | .68 | .68 | 1 CGS12 |
| 11.5 | 23 | .5 | .05 | -2.88 | .81 | .96 | .0 | 1.26 | .6 | .92 | .76 | .78 | 13 GGS06 |
| 13.5 | 27 | .5 | .04 | -3.25 | .67 | 1.05 | .2 | .60 | .5 | .99 | .76 | .77 | 8 GGS25 |
| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea | Correlation PtExp | Nu Script |
| 14.5 | 28.9 | .5 | .51 | .21 | .65 | 1.02 | .1 | .81 | .1 | | .70 | | Mean (Count: 32) |
| 3.9 | 7.9 | .0 | .34 | 2.27 | .25 | .33 | .9 | .51 | .6 | | .15 | | S.D. (Population) |
| 4.0 | 8.0 | .0 | .35 | 2.31 | .26 | .33 | 1.0 | .52 | .6 | | .15 | | S.D. (Sample) |
| With extremes, Model, Populn: RMSE .70 Adj (True) S.D. 2.16 Separation 3.10 Strata 4.46 Reliability .91 With extremes, Model, Sample: RMSE .70 Adj (True) S.D. 2.20 Separation 3.15 Strata 4.53 Reliability .91 Without extremes, Model, Populn: RMSE .63 Adj (True) S.D. 1.89 Separation 3.01 Strata 4.35 Reliability .90 Without extremes, Model, Sample: RMSE .63 Adj (True) S.D. 1.92 Separation 3.06 Strata 4.42 Reliability .90 With extremes, Model, Fixed (all same) chi-square: 330.9 d.f.: 31 significance (probability): .00 With extremes, Model, Random (normal) chi-square: 27.0 d.f.: 30 significance (probability): .62 | | | | | | | | | | | | | |

French writing

Table 7.3.1 Script Measurement Report (arranged by MN).

| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea | Correlation PtExp | Nu Script |
|--|-------------|---------------|---------------|---------------|------------|------------|------------|-------------|-------------|---------------|-------------------|-------------------|-------------------|
| 22.5 | 45 | .5 | 1.00 | 8.09 | 1.97 | Maximum | | | | | .00 | .00 | 5 CFW02 |
| 22.5 | 45 | .5 | 1.00 | 7.02 | .84 | 1.14 | .4 | .40 | 3.8 | .89 | .87 | .87 | 3 CFW06 |
| 10.5 | 21 | .5 | 1.00 | 6.74 | .99 | .70 | -.5 | .16 | 5.1 | 1.39 | .84 | .83 | 29 GFW51 |
| 11.5 | 23 | .5 | .99 | 4.98 | .76 | .73 | -.6 | .26 | 2.8 | 1.38 | .80 | .79 | 27 GFW18 |
| 22.5 | 45 | .5 | .99 | 4.44 | .58 | 1.26 | .9 | .70 | 1.1 | .69 | .81 | .83 | 4 CFW05 |
| 13.5 | 27 | .5 | .99 | 4.35 | .84 | 1.15 | .4 | .67 | 1.8 | .84 | .83 | .85 | 23 GFW16 |
| 12.5 | 25 | .5 | .98 | 3.67 | 1.23 | .21 | -1.0 | .05 | 1.5 | 1.38 | .93 | .91 | 24 GFW13 |
| 10 | 20 | .5 | .97 | 3.59 | .77 | .98 | .0 | .38 | 1.8 | 1.13 | .79 | .79 | 31 GFW39 |
| 10.5 | 21 | .5 | .97 | 3.48 | .83 | 1.06 | .2 | .35 | 2.2 | 1.02 | .82 | .83 | 26 GFW36 |
| 11 | 22 | .5 | .97 | 3.39 | .86 | .60 | -.9 | .18 | 1.6 | 1.46 | .86 | .84 | 22 GFW09 |
| 10.5 | 21 | .5 | .82 | 1.53 | .84 | 1.08 | .3 | 1.08 | .7 | .90 | .80 | .82 | 32 GFW42 |
| 11.5 | 23 | .5 | .81 | 1.45 | .77 | 1.15 | .4 | .57 | .6 | .93 | .79 | .81 | 15 GFW10 |
| 10 | 20 | .5 | .68 | .78 | .94 | 1.08 | .3 | .35 | .2 | 1.06 | .85 | .86 | 25 GFW27 |
| 10.5 | 21 | .5 | .63 | .51 | .87 | .63 | -.5 | .22 | .3 | 1.30 | .87 | .84 | 30 GFW43 |
| 13.5 | 27 | .5 | .42 | -.33 | .78 | .74 | -.4 | .26 | .7 | 1.25 | .84 | .83 | 17 GFW17 |
| 12 | 24 | .5 | .40 | -.42 | .79 | 1.15 | .4 | .63 | .6 | .93 | .78 | .80 | 20 GFW35 |
| 12 | 24 | .5 | .38 | -.50 | .75 | 1.52 | 1.1 | .74 | .9 | .69 | .73 | .78 | 19 GFW33 |
| 13.5 | 27 | .5 | .17 | -1.60 | .64 | 1.49 | 1.4 | .80 | 1.1 | .47 | .70 | .75 | 28 GFW31 |
| 12 | 24 | .5 | .17 | -1.62 | .85 | .84 | -.3 | .23 | 2.5 | 1.29 | .85 | .84 | 18 GFW07 |
| 10.5 | 21 | .5 | .14 | -1.84 | .68 | 1.22 | .7 | .83 | 1.8 | .71 | .68 | .71 | 13 GFW45 |
| 22 | 44 | .5 | .13 | -1.90 | .49 | .76 | -.8 | .40 | .4 | 1.28 | .76 | .73 | 2 CFW04 |
| 12 | 24 | .5 | .13 | -1.94 | .71 | 1.13 | .5 | .58 | 1.5 | .88 | .76 | .77 | 21 GFW04 |
| 10 | 20 | .5 | .10 | -2.17 | .68 | .98 | .0 | .77 | 2.6 | .99 | .68 | .69 | 16 GFW14 |
| 10.5 | 21 | .5 | .08 | -2.38 | .75 | 1.10 | .3 | .56 | 3.3 | .92 | .74 | .76 | 12 GFW30 |
| 11.5 | 23 | .5 | .05 | -3.02 | .66 | 1.34 | 1.0 | .78 | 2.5 | .54 | .68 | .72 | 11 GFW32 |
| 11.5 | 23 | .5 | .04 | -3.32 | .65 | .92 | -.1 | .64 | .7 | 1.12 | .67 | .68 | 6 GFW38 |
| 13 | 26 | .5 | .03 | -3.49 | .66 | 1.19 | .5 | .79 | 2.6 | .87 | .67 | .69 | 10 GFW29 |
| 12 | 24 | .5 | .03 | -3.60 | .67 | .46 | -1.7 | .22 | 4.0 | 1.65 | .74 | .71 | 8 GFW50 |
| 12 | 24 | .5 | .02 | -3.71 | .81 | .87 | -.1 | .33 | 3.6 | 1.16 | .80 | .80 | 7 GFW40 |
| 14 | 28 | .5 | .01 | -4.23 | .70 | 1.43 | 1.0 | .82 | 2.6 | .67 | .71 | .74 | 9 GFW15 |
| 11.5 | 23 | .5 | .01 | -4.73 | .86 | .74 | -.4 | .26 | 3.6 | 1.29 | .80 | .80 | 14 GFW48 |
| 18 | 36 | .5 | .01 | -5.15 | .65 | .99 | .1 | .44 | 2.1 | 1.05 | .78 | .78 | 1 CFW03 |
| Total Score | Total Count | Obsvd Average | Fair-M Avrage | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea | Correlation PtExp | Nu Script |
| 13.2 | 26.3 | .5 | .47 | .25 | .81 | .99 | .1 | .50 | 2.0 | | .76 | | Mean (Count: 32) |
| 3.8 | 7.6 | .0 | .41 | 3.66 | .25 | .30 | .7 | .25 | 1.2 | | .15 | | S.D. (Population) |
| 3.9 | 7.7 | .0 | .42 | 3.72 | .25 | .30 | .7 | .26 | 1.3 | | .15 | | S.D. (Sample) |
| With extremes, Model, Populn: RMSE .84 Adj (True) S.D. 3.57 Separation 4.22 Strata 5.97 Reliability .95 With extremes, Model, Sample: RMSE .84 Adj (True) S.D. 3.63 Separation 4.30 Strata 6.06 Reliability .95 Without extremes, Model, Populn: RMSE .78 Adj (True) S.D. 3.35 Separation 4.28 Strata 6.04 Reliability .95 Without extremes, Model, Sample: RMSE .78 Adj (True) S.D. 3.40 Separation 4.36 Strata 6.14 Reliability .95 With extremes, Model, Fixed (all same) chi-square: 639.2 d.f.: 31 significance (probability): .00 With extremes, Model, Random (normal) chi-square: 29.9 d.f.: 30 significance (probability): .47 | | | | | | | | | | | | | |

French speaking

Table 7.3.1 Script Measurement Report (arranged by mN).

| Total Score | Total Count | Obsvd Average | Fair-M Average | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea | Correlation PtExp | Nu Script |
|--|-------------|---------------|----------------|---------------|------------|------------|------------|-------------|-------------|---------------|-------------------|-------------------|-------------------|
| 10.5 | 21 | .5 | 1.00 | 10.57 | 1.94 | Maximum | | | | | .00 | .00 | 32 GFS46 |
| 11.5 | 23 | .5 | 1.00 | 9.60 | 2.06 | Maximum | | | | | .00 | .00 | 30 GFS06 |
| 11.5 | 23 | .5 | 1.00 | 8.82 | 1.17 | 1.27 | .5 | .29 | 2.9 | .75 | .83 | .83 | 26 GFS26 |
| 23 | 46 | .5 | 1.00 | 8.50 | 1.28 | .37 | -.7 | .03 | 2.8 | 1.36 | .87 | .86 | 5 CFS05 |
| 11.5 | 23 | .5 | 1.00 | 7.19 | .96 | 1.26 | .6 | .37 | 2.9 | .84 | .81 | .82 | 31 GFS15 |
| 22.5 | 45 | .5 | 1.00 | 6.41 | .94 | 1.31 | .6 | .35 | 2.3 | .89 | .86 | .86 | 4 CFS05 |
| 13.5 | 27 | .5 | .99 | 5.22 | 1.15 | .11 | -1.3 | .04 | 2.9 | 1.34 | .88 | .85 | 24 GFS04 |
| 12.5 | 25 | .5 | .98 | 4.00 | .89 | 1.45 | .8 | .71 | 2.5 | .77 | .80 | .83 | 27 GFS22 |
| 12 | 24 | .5 | .96 | 3.26 | .73 | 1.41 | 1.0 | .56 | 2.1 | .74 | .71 | .74 | 25 GFS24 |
| 11 | 22 | .5 | .93 | 2.60 | 1.01 | 1.03 | .2 | .25 | .6 | 1.10 | .83 | .83 | 21 GFS05 |
| 24 | 48 | .5 | .90 | 2.16 | .51 | 1.13 | .5 | .53 | 1.2 | .89 | .75 | .76 | 2 CFS06 |
| 14.5 | 29 | .5 | .89 | 2.09 | .68 | .95 | .0 | .38 | 1.0 | 1.12 | .75 | .75 | 28 GFS27 |
| 12 | 24 | .5 | .86 | 1.80 | .67 | .88 | -.3 | .43 | 1.3 | 1.26 | .76 | .76 | 15 GFS21 |
| 11.5 | 23 | .5 | .83 | 1.60 | .58 | 1.02 | .1 | .66 | .5 | 1.02 | .65 | .67 | 29 GFS38 |
| 22 | 44 | .5 | .71 | .89 | .43 | 1.10 | .6 | .64 | 1.6 | .86 | .63 | .64 | 3 CFS03 |
| 12 | 24 | .5 | .70 | .84 | .73 | .90 | -.2 | .36 | 2.6 | 1.21 | .77 | .77 | 22 GFS19 |
| 14.5 | 29 | .5 | .69 | .80 | .62 | 1.15 | .5 | .56 | 1.1 | .91 | .73 | .75 | 9 GFS16 |
| 14.5 | 29 | .5 | .65 | .62 | .63 | .94 | -.1 | .50 | 1.4 | 1.13 | .74 | .75 | 17 GFS49 |
| 12 | 24 | .5 | .63 | .53 | .66 | .84 | -.5 | .36 | 2.5 | 1.36 | .74 | .74 | 18 GFS17 |
| 13.5 | 27 | .5 | .58 | .31 | .64 | 1.28 | .9 | .61 | 2.6 | .67 | .70 | .73 | 16 GFS29 |
| 13.5 | 27 | .5 | .48 | -.10 | .59 | 1.18 | .6 | .82 | 1.7 | .83 | .66 | .70 | 23 GFS30 |
| 13 | 26 | .5 | .24 | -1.16 | .92 | .69 | -.2 | .23 | 2.2 | 1.21 | .84 | .83 | 7 GFS31 |
| 13.5 | 27 | .5 | .11 | -2.13 | 1.36 | .07 | -1.0 | .02 | 4.3 | 1.34 | .90 | .88 | 19 GFS25 |
| 12 | 24 | .5 | .09 | -2.36 | 1.28 | 2.80 | 1.4 | 1.00 | 4.4 | .41 | .81 | .85 | 20 GFS39 |
| 12 | 24 | .5 | .03 | -3.41 | 1.63 | .09 | -.7 | .02 | 3.2 | 1.32 | .89 | .88 | 12 GFS10 |
| 15 | 30 | .5 | .01 | -4.29 | .91 | .71 | -.4 | .16 | 2.3 | 1.28 | .85 | .84 | 8 GFS36 |
| 11.5 | 23 | .5 | .01 | -4.84 | 1.08 | 2.07 | 1.5 | .81 | 2.4 | .07 | .81 | .84 | 13 GFS43 |
| 19 | 38 | .5 | .00 | -5.31 | .67 | .78 | -.5 | .25 | 2.2 | 1.29 | .78 | .78 | 1 CFS01 |
| 11 | 22 | .5 | .00 | -5.94 | 1.34 | .57 | -.7 | .07 | 3.0 | 1.51 | .89 | .88 | 11 GFS37 |
| 12 | 24 | .5 | .00 | -6.18 | .85 | 1.14 | .4 | .37 | 2.9 | .84 | .79 | .80 | 6 GFS18 |
| 12 | 24 | .5 | .00 | -10.95 | 1.40 | .99 | .0 | .09 | 4.8 | 1.16 | .91 | .91 | 14 GFS45 |
| 14.5 | 29 | .5 | .00 | -10.95 | 1.40 | .98 | .0 | .07 | 3.4 | 1.16 | .90 | .90 | 10 GFS41 |
| Total Score | Total Count | Obsvd Average | Fair-M Average | Model Measure | Model S.E. | Infit MnSq | Infit ZStd | Outfit MnSq | Outfit ZStd | Estim. Discrm | Correlation PtMea | Correlation PtExp | Nu Script |
| 14.0 | 28.1 | .5 | .57 | .63 | .99 | 1.02 | .1 | .38 | 2.4 | | .75 | | Mean (Count: 32) |
| 3.7 | 7.4 | .0 | .41 | 5.36 | .40 | .53 | .7 | .26 | 1.0 | | .21 | | S.D. (Population) |
| 3.8 | 7.6 | .0 | .41 | 5.44 | .41 | .54 | .7 | .27 | 1.0 | | .21 | | S.D. (Sample) |
| With extremes, Model, Populn: RMSE 1.07 Adj (True) S.D. 5.25 Separation 4.91 Strata 6.89 Reliability .96 With extremes, Model, Sample: RMSE 1.07 Adj (True) S.D. 5.34 Separation 5.00 Strata 7.00 Reliability .96 Without extremes, Model, Populn: RMSE .98 Adj (True) S.D. 4.83 Separation 4.95 Strata 6.93 Reliability .96 Without extremes, Model, Sample: RMSE .98 Adj (True) S.D. 4.91 Separation 5.04 Strata 7.05 Reliability .96 With extremes, Model, Fixed (all same) chi-square: 664.7 d.f.: 31 significance (probability): .00 With extremes, Model, Random (normal) chi-square: 30.4 d.f.: 30 significance (probability): .45 | | | | | | | | | | | | | |



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