

WORKSHEET A

Title	Level scales, checklists, grids	
Objective(s)	To become aware of different types of assessment instruments proposed by the CEFR and to use them	
Keywords	Levels – descriptors - common reference points - global/detailed - scaled	
Ref to the guide IV.9	Ref to CEFR 3.8 3.3 Ch. 4 and 5 for grid examples	
To complete this worksheet you need... grids, scales and checklists from the CEFR and from different models of the EPL		
Task A		
Step 1 († †)		
Analyse the four examples of assessment instruments below (examples A, B, C and D).		
Ex A:		
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.

Ex B:

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 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.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
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 make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

Ex C:

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

Ex D:

	READING CORRESPONDENCE
C2	As C1
C1	<i>Can understand any correspondence given the occasional use of a dictionary.</i>
B2	<i>Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</i>
B1	<i>Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</i>
A2	<i>Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.</i>
	<i>Can understand short simple personal letters.</i>
A1	<i>Can understand short, simple messages on postcards.</i>

Now decide what are their characteristics and purposes of these assessment tools and fill in the table below. Decide which are 1. user-oriented, 2 assessor-oriented, and 3. constructor-oriented.

	Global grid/scale/list	Analytic grid/scale/list	Reporting	Guiding assessment	Facilitating communication between institution and learners	Explaining what learners can do	Measuring how well learners perform	Wording descriptors appropriately (positive descriptors)	Provide trachers with orientation	Guiding learners/self-assessment	Useful for diagnosis
Ex A											
Ex B											
Ex C											
Ex D											

Step 2 (👤 👤 👤)

Share your grids in the plenary and discuss your choices.

Task B (👤 👤 👤)

Read the guide (IV.9), CEFR 3.8 and consider the grids, scales and checklists in chapters 3, 4 and 5 of the CEFR, as well as the checklists in the ELP models that you are familiar with.

Think about your context and imagine which instruments (grids, scales, checklists) you would like to use and for which purposes.