

Section A2: Forms for Describing the Examination (Chapter 4)

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	<input type="checkbox"/> Lower Sec <input type="checkbox"/> Upper Sec <input type="checkbox"/> Uni/College Students <input type="checkbox"/> Adult		
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?			

Form A1: General Examination Description (part)

3. If no external organisation was involved, what other factors determined design and development of examination?	<input type="checkbox"/> A needs analysis <input type="checkbox"/> Internal description of examination aims <input type="checkbox"/> Internal description of language level <input type="checkbox"/> A syllabus or curriculum <input type="checkbox"/> Profile of candidates
4. In producing test tasks are specific features of candidates taken into account?	<input type="checkbox"/> Linguistic background (L1) <input type="checkbox"/> Language learning background <input type="checkbox"/> Age <input type="checkbox"/> Educational level <input type="checkbox"/> Socio-economic background <input type="checkbox"/> Social-cultural factors <input type="checkbox"/> Ethnic background <input type="checkbox"/> Gender
5. Who writes the items or develops the test tasks?	
6. Have test writers guidance to ensure quality?	<input type="checkbox"/> Training <input type="checkbox"/> Guidelines <input type="checkbox"/> Checklists <input type="checkbox"/> Examples of valid, reliable, appropriate tasks: <input type="checkbox"/> Calibrated to CEFR level description <input type="checkbox"/> Calibrated to other level description: _____
7. Is training for test writers provided?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Are test tasks discussed before use?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. If yes, by whom?	<input type="checkbox"/> Individual colleagues <input type="checkbox"/> Internal group discussion <input type="checkbox"/> External examination committee <input type="checkbox"/> Internal stakeholders <input type="checkbox"/> External stakeholders
10. Are test tasks pretested?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. If yes, how?	
12. If no, why not?	
13. Is the reliability of the test estimated?	<input type="checkbox"/> Yes <input type="checkbox"/> No
14. If yes, how?	<input type="checkbox"/> Data collection and psychometric procedures <input type="checkbox"/> Other: specify: _____
15. Are different aspects of validity estimated?	<input type="checkbox"/> Face validity <input type="checkbox"/> Content validity <input type="checkbox"/> Concurrent validity <input type="checkbox"/> Predictive validity <input type="checkbox"/> Construct validity
16. If yes, describe how.	

Form A2: Test Development (continued)

Marking: Subtest	Complete a copy of this form for each subtest. Short description and/or reference
1. How are the test tasks marked?	For receptive test tasks: <input type="checkbox"/> Optical mark reader <input type="checkbox"/> Clerical marking For productive or integrated test tasks: <input type="checkbox"/> Trained examiners <input type="checkbox"/> Teachers
2. Where are the test tasks marked?	<input type="checkbox"/> Centrally <input type="checkbox"/> Locally: <input type="checkbox"/> By local teams <input type="checkbox"/> By individual examiners
3. What criteria are used to select markers?	
4. How is accuracy of marking promoted?	<input type="checkbox"/> Regular checks by co-ordinator <input type="checkbox"/> Training of markers/raters <input type="checkbox"/> Moderating sessions to standardise judgments <input type="checkbox"/> Using standardised examples of test tasks: <input type="checkbox"/> Calibrated to CEFR <input type="checkbox"/> Calibrated to another level description <input type="checkbox"/> Not calibrated to CEFR or other description
5. Describe the specifications of the rating criteria of productive and/or integrative test tasks.	<input type="checkbox"/> One holistic score for each task <input type="checkbox"/> Marks for different aspects for each task <input type="checkbox"/> Rating scale for overall performance in test <input type="checkbox"/> Rating Grid for aspects of test performance <input type="checkbox"/> Rating scale for each task <input type="checkbox"/> Rating Grid for aspects of each task <input type="checkbox"/> Rating scale bands are defined, but not to CEFR <input type="checkbox"/> Rating scale bands are defined in relation to CEFR
6. Are productive or integrated test tasks single or double rated?	<input type="checkbox"/> Single rater <input type="checkbox"/> Two simultaneous raters <input type="checkbox"/> Double marking of scripts / recordings <input type="checkbox"/> Other: specify: _____
7. If double rated, what procedures are used when differences between raters occur?	<input type="checkbox"/> Use of third rater and that score holds <input type="checkbox"/> Use of third marker and two closest marks used <input type="checkbox"/> Average of two marks <input type="checkbox"/> Two markers discuss and reach agreement <input type="checkbox"/> Other: specify: _____
8. Is inter-rater agreement calculated?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Is intra-rater agreement calculated?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Form A3: Marking

Grading: Subtest _____	Complete a copy of this form for each Subtest. Short description and/or reference
1. Are pass marks and/or grades given?	<input type="checkbox"/> Pass marks <input type="checkbox"/> Grades
2. Describe the procedures used to establish pass marks and/or grades and cut scores	
3. If only pass/fail is reported, how are the cut-off scores for pass/fail set?	
4. If grades are given, how are the grade boundaries decided?	
5. How is consistency in these standards maintained?	

Form A4: Grading

Results	Short description and/or reference
1. What results are reported to candidates?	<input type="checkbox"/> Global grade or pass/fail <input type="checkbox"/> Grade or pass/fail per subtest <input type="checkbox"/> Global grade plus profile across subtests <input type="checkbox"/> Profile of aspects of performance per subtest
2. In what form are results reported?	<input type="checkbox"/> Raw scores <input type="checkbox"/> Undefined grades (e.g. "C") <input type="checkbox"/> Level on a defined scale <input type="checkbox"/> Diagnostic profiles
3. On what document are results reported?	<input type="checkbox"/> Letter or email <input type="checkbox"/> Report card <input type="checkbox"/> Certificate / Diploma <input type="checkbox"/> On-line
4. Is information provided to help candidates to interpret results? Give details.	
5. Do candidates have the right to see the corrected and scored examination papers?	
6. Do candidates have the right to ask for remarking?	

Form A5: Reporting Results

Data analysis	Short description and/or reference
1. Is feedback gathered on the examinations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. If yes, by whom?	<input type="checkbox"/> Internal experts (colleagues) <input type="checkbox"/> External experts <input type="checkbox"/> Local examination institutes <input type="checkbox"/> Test administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Candidates
3. Is the feedback incorporated in revised versions of the examinations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Is data collected to do analysis on the tests?	<input type="checkbox"/> On all tests <input type="checkbox"/> On a sample of test takers: How large?: _____. How often?: _____ <input type="checkbox"/> No
5. If yes, indicate how data are collected?	<input type="checkbox"/> During pretesting <input type="checkbox"/> During live examinations <input type="checkbox"/> After live examinations
6. For which features is analysis on the data gathered carried out?	<input type="checkbox"/> Difficulty <input type="checkbox"/> Discrimination <input type="checkbox"/> Reliability <input type="checkbox"/> Validity
7. State which analytic methods have been used (e.g. in terms of psychometric procedures).	
8. Are performances of candidates from different groups analysed? If so, describe how.	
9. Describe the procedures to protect the confidentiality of data.	
10. Are relevant measurement concepts explained for test users? If so, describe how.	

Form A6: Data Analysis

Rationale for decisions (and revisions)	Short description and/or reference
Give the rationale for the decisions that have been made in relation to the examination or the test tasks in question. Is there a review cycle for the examination? (How often? Who by? Procedures for revising decisions)	

Form A7: Rationale for Decisions

Initial Estimation of Overall CEFR Level		
<input type="checkbox"/> A1	<input type="checkbox"/> B1	<input type="checkbox"/> C1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> A2	<input type="checkbox"/> B2	<input type="checkbox"/> C2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short rationale, reference to documentation		

*Form A8: Initial Estimation of Overall Examination Level***Section A3: Specification: Communicative Language Activities (Chapter 4)****A3.1 Reception****Listening Comprehension**

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

Form A9: Listening Comprehension

OVERALL LISTENING COMPREHENSION	
C2	<i>Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</i>
C1	<i>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.</i>
B2	<i>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.</i>
	<i>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</i>
B1	<i>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.</i>
	<i>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</i>
A2	<i>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</i>
	<i>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.</i>
A1	<i>Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</i>

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

Reading Comprehension

	Short description and/or reference
1 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4 What text-types and what length of text are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	

Form A10: Reading Comprehension (part)

<p>5 After reading the scale for Overall Reading Comprehension, given below, indicate and justify at which level(s) of the scale the subtest should be situated.</p> <p>The subscales for reading comprehension in CEFR 4.4.2.2 listed after the scale might be of help as a reference.</p>	<p>Level</p> <p>Justification (incl. reference to documentation)</p>
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Form A10: Reading Comprehension (continued)

OVERALL READING COMPREHENSION	
C2	<i>Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i>
C1	<i>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.</i>
B2	<i>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.</i>
B1	<i>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i>
A2	<i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</i>
A1	<i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</i>

Relevant Subscales for Reading Comprehension	English
➤ Reading correspondence	Page 69
➤ Reading for orientation	Page 70
➤ Reading for information and argument	Page 70
➤ Reading instructions	Page 71
➤ Identifying cues and inferring	Page 72
➤ Notetaking	Page 96

A3.2 Interaction

Spoken Interaction	Short description and/or reference
1 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	

Form A11: Spoken Interaction (part)

<p>4 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p>	
<p>5 After reading the scale for Overall Spoken Interaction, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for spoken interaction in CEFR 4.4.3.1 listed after the scale might be of help as a reference.</p>	<p>Level Justification (incl. reference to documentation)</p>

Form A11: Spoken Interaction (continued)

OVERALL SPOKEN INTERACTION	
C2	<i>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.</i>
C1	<i>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.</i>
B2	<p><i>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.</i></p> <p><i>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</i></p>
B1	<p><i>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.</i></p> <p><i>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).</i></p>
A2	<p><i>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.</i></p> <p><i>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.</i></p>
A1	<i>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.</i>

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

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

Form A12: Written Interaction

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

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

A3.3 Production

Spoken Production	Short description and/or reference
1 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
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. The subscales for spoken production in CEFR 4.4.1.1 listed after the scale might be of help as a reference.	Level Justification (incl. reference to documentation)

Form A13: Spoken Production

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

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

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

Form A14: Written Production

OVERALL WRITTEN PRODUCTION	
C2	<i>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.</i>
C1	<i>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.</i>
B2	<i>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.</i>
B1	<i>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.</i>
A2	<i>Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</i>
A1	<i>Can write simple isolated phrases and sentences.</i>

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

A3.4 Integrated Skills

What combinations of skills occur in the examination subtests?

Indicate in Form A15 and then complete a copy of Form A16 for each combination

Integrated Skills Combinations		Subtest it occurs in
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

Integrated Skills	Complete for each combination
	Short description and/or reference
1 Which skills combinations occur? Refer to your entry in Form A15.	
2 Which text-to-text activities occur? Table 6 in CEFR 4.6.4 might be of help as a reference.	
3 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
4 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
6 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
7 After reading the scales for Processing Text, given below, plus Comprehension and Written Production given earlier, indicate and justify at which level(s) of the scale the subtest should be situated. The subscale for Note-taking in CEFR 4.6.3 might also be of help as a reference.	Level
	Justification (incl. reference to documentation)

Form A16: Integrated Skills

PROCESSING TEXT	
C2	<i>Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</i>
C1	<i>Can summarise long, demanding texts.</i>
B2	<i>Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion. Can summarise the plot and sequence of events in a film or play.</i>
B1	<i>Can collate short pieces of information from several sources and summarise them for somebody else. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</i>
A2	<i>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. Can copy out short texts in printed or clearly handwritten format.</i>
A1	<i>Can copy out single words and short texts presented in standard printed format.</i>

A3.5 Mediation

Spoken Mediation	Short description and/or reference
1 Which text-to-text activities occur? Table 6 in CEFR 4.6.4 might be of help as a reference.	
2 Which type of mediating activities are tested? The list in CEFR 4.4.4.1 might be of help as a reference.	
3 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
4 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
6 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
7 There is no scale for Translation in the CEFR. Generalising from the scales for Listening Comprehension, Processing Text and Spoken Production, indicate and justify at which level(s) the subtest should be situated.	Level Justification (incl. reference to documentation)

Form A17: Spoken Mediation

Written Mediation	Short description and/or reference
1 Which text-to-text activities occur? Table 6 in CEFR 4.6.4 might be of help as a reference.	
2 Which type of mediating activities are tested? The list in CEFR 4.4.4.2 might be of help as a reference	
3 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
4 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
6 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
7 There is no scale for Translation in the CEFR. Generalising from the scales for Reading Comprehension, Processing Text and Written Production, indicate and justify at which level(s) the subtest should be situated.	Level
	Justification (incl. reference to documentation)

Form A18: Written Mediation

Section A4: Specification: Communicative Language Competence (Chapter 4)

Forms concerning competence are again provided in the following order:

1. Reception
2. Interaction
3. Production
4. Mediation

A4.1 Reception

Those CEFR scales most relevant to Receptive skills have been used to create Table A3, which can be referred to in this section. Table A3 does not include any descriptors for “plus levels”. The original scales consulted, some of which do define plus levels, include:

Linguistic Competence

- General Linguistic Range English: page 110
- Vocabulary Range English: page 112

Socio-linguistic Competence

- Socio-linguistic Appropriateness English: page 122

Pragmatic Competence

- Thematic Development English: page 125
- Cohesion and Coherence English: page 125
- Propositional Precision English: page 129

Strategic Competence

- Identifying Cues/Inferring English: page 72

Linguistic Competence	Short description and/or reference
1 What is the range of lexical and grammatical competence that the test takers are expected to be able to handle? The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference.	
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.	Level
	Justification (incl. reference to documentation)
Socio-linguistic Competence	Short description and/or reference
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.? The lists in CEFR 5.2.2 might be of help as a reference.	
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.	Level
	Justification (incl. reference to documentation)

Form A19: Aspects of Language Competence in Reception (part)

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	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>As C1.</i>
C1	<i>Has a good command of a broad lexical repertoire. Good command of idiomatic expressions and colloquialisms.</i>	<i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can understand language effectively for social purposes, including emotional, allusive and joking usage.</i>	<i>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.</i>	<i>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</i>
B2	<i>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.</i>	<i>Can with some effort keep up with fast and colloquial discussions.</i>	<i>Can understand description or narrative, identifying main points from relevant supporting detail and examples. Can understand detailed information reliably.</i>	<i>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</i>
B1	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
A2	<i>Has a sufficient vocabulary for coping with everyday situations with predictable content and simple survival needs.</i>	<i>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc.</i>	<i>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.</i>	<i>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</i>
A1	<i>Has a very basic range of simple expressions about personal details and needs of a concrete type.</i>	<i>Can understand the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.</i>	<i>No descriptor available.</i>	<i>No descriptor available.</i>

Pragmatic Competence	Short description and/or reference
5 What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences? The lists in CEFR 5.2.3 might be of help as a reference.	
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.	Level
	Justification (incl. reference to documentation)
Strategic Competence	Short description and/or reference
7 What are the strategic competences that the test takers are expected to be able to handle? The discussion in CEFR 4.4.2.4. might be of help as a reference.	
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.	Level
	Justification (incl. reference to documentation)

Form A19: Aspects of Language Competence in Reception (continued)

A4.2 Interaction

Those CEFR scales most relevant to Interaction have been used to create Table A4 which can be referred to in this section. Table A4 does not include any descriptors for “plus levels”. The original scales consulted, some of which do define plus levels, include:

Linguistic Competence

- General Linguistic Range English: page 110
- Vocabulary Range English: page 112
- Vocabulary Control English: page 112
- Grammatical Accuracy English: page 114

Socio-linguistic Competence

- Socio-linguistic Appropriateness English: page 122

Pragmatic Competence

- Flexibility English: page 124
- Turntaking English: page 124
- Spoken Fluency English: page 129
- Propositional Precision English: page 129

Strategic Competence

- Turntaking (repeated) English: page 86
- Cooperating English: page 86
- Asking for Clarification English: page 87
- Compensating English: page 64
- Monitoring and Repair English: page 65

Linguistic Competence	Short description and/or reference
1 What is the range of lexical and grammatical competence that the test takers are expected to be able to handle? The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference.	
2 What is the range of phonological and orthographic competence that the test takers are expected to be able to handle? The lists in CEFR 5.2.1.4 and 5.2.1.5 might be of help as a reference.	
3 After reading the scales for Range and Accuracy in Table A4, indicate and justify at which level(s) of the scale the examination should be situated. The scales for Phonological Control in CEFR 5.2.1.4 and for Orthographic Control in 5.2.1.5 might also be of help as a reference.	Level
	Justification (incl. reference to documentation)
Socio-linguistic Competence	Short description and/or reference
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.? The lists in CEFR 5.2.2 might be of help as a reference.	
5 After reading the scale for Socio-linguistic Competence in Table A4, indicate and justify at which level(s) of the scale the examination should be situated.	Level
	Justification (incl. reference to documentation)
Pragmatic Competence	Short description and/or reference
6 What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences? The lists in CEFR 5.2.3 might be of help as a reference.	
7 After reading the scale for Fluency in Table A4, indicate and justify at which level(s) of the scale the examination should be situated.	Level
	Justification (incl. reference to documentation)

Form A20: Aspects of Language Competence in Interaction (part)

Strategic Competence	Short description and/or reference
8 What are the interaction strategies that the test takers are expected to be able to handle? The discussion in CEFR 4.4.3.5 might be of help as a reference.	
9 After reading the scale for Interaction in Table A4, indicate and justify at which level(s) of the scale the examination should be situated.	Level
	Justification (incl. reference to documentation)

Form A20: Aspects of Language Competence in Interaction (continued)

A4.3 Production

Those CEFR scales most relevant to Production have been used to create Table A5, which can be referred to in this section. Table A5 does not include any descriptors for “plus levels”. The original scales consulted, some of which do define plus levels, include:

Linguistic Competence

- General Linguistic Range English: page 110
- Vocabulary Range English: page 112
- Vocabulary Control English: page 112
- Grammatical Accuracy English: page 114

Socio-linguistic Competence

- Socio-linguistic Appropriateness English: page 122

Pragmatic Competence

- Flexibility English: page 124
- Thematic Development English: page 125
- Cohesion and Coherence English: page 125
- Spoken Fluency English: page 129
- Propositional Precision English: page 129

Strategic Competence

- Planning English: page 64
- Compensating English: page 64
- Monitoring and Repair English: page 65

Linguistic Competence	Short description and/or reference
1 What is the range of lexical and grammatical competence that the test takers are expected to be able to handle? The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference.	
2 What is the range of phonological and orthographic competence that the test takers are expected to be able to handle? The lists in CEFR 5.2.1.4 and 5.2.1.5 might be of help as a reference.	

Form A21: Aspects of Language Competence in Production (part)

<p>3 After reading the scales for Range and Accuracy in Table A5 indicate and justify at which level(s) of the scale the examination should be situated. The scales for Phonological Control in CEFR 5.2.1.4 and for Orthographic Control in 5.2.1.5 might also be of help as a reference.</p>	<p>Level</p> <p>Justification (incl. reference to documentation)</p>
<p>Socio-linguistic Competence</p>	<p>Short description and/or reference</p>
<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.? 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 A5, 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>
<p>Pragmatic Competence</p>	<p>Short description and/or reference</p>
<p>6 What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences? The lists in CEFR 5.2.3 might be of help as a reference.</p>	
<p>7 After reading the scale for Pragmatic Competence in Table A5, 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>
<p>Strategic Competence</p>	<p>Short description and/or reference</p>
<p>8 What are the production strategies that the test takers are expected to be able to handle? The discussion in CEFR 4.4.1.3 might be of help as a reference.</p>	
<p>9 After reading the scale for Strategic Competence in Table A5, 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 A21: Aspects of Language Competence in Production (continued)

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.

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 crass 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 it/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>

A4.4 Mediation

The question of which CEFR scales are most relevant to Mediation depends upon the type of mediation involved.

In a foreign language context, one will naturally focus on the foreign language skill. Thus the language competences required in mediating from the foreign language to mother tongue will be primarily those required for reception, whilst for mediating from the mother tongue to the foreign language those for production will be necessary. For Mediation entirely in the foreign language, aspects of competence for both reception and production will be required.

Language Variables:	Type of Language Competences:	Descriptors:
a. within a foreign language	For Reception and Production	Tables A3 and A5
b. from one foreign language to another	For Reception and Production	Tables A3 and A5
c. from foreign language to mother tongue	For Reception	Table A3
d. from mother tongue to foreign language	For Production	Table A5

Other factors to consider are skill variables (spoken or written reception to spoken or written production) and task variables – with formal or informal register – as outlined in CEFR 4.4.4.1 (oral mediation) and 4.4.4.2 (written mediation).

Thus, although there are no descriptors for Mediation as such in the CEFR, all the descriptor scales in CEFR Chapter 5, plus the scales for Receptive and Productive Strategies (included in Tables A3 and A5 respectively) are relevant. If the examination includes Mediation, please consult Tables A3, A4, and/or A5 as appropriate in completing Form A22.

Linguistic Competence	Short description and/or reference
1 What is the range of lexical and grammatical competence that the test takers are expected to be able to handle? The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference.	
2 What kind of semantic relationships are the test takers expected to be able to handle? The list in CEFR 5.2.1.3 might be of help as a reference.	
3 What is the range of phonological or orthographic competence that the test takers are expected to be able to handle? The lists in CEFR 5.2.1.4 and 5.2.1.5 might be of help as a reference.	

Form A22: Aspects of Language Competence in Mediation (part)

4 The scale for Orthographic Control in CEFR 5.2.1.5 might also be of help as a reference.	Level
	Justification (incl. reference to documentation)
Socio-linguistic Competence	Short description and/or reference
5 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.? The lists in CEFR 5.2.2 might be of help as a reference.	
6 After reading the scale for Socio-linguistic Competence in Table A3 and A4, indicate and justify at which level(s) of the scale the examination should be situated.	Level
	Justification (incl. reference to documentation)
Pragmatic Competence	Short description and/or reference
7 What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences? The lists in CEFR 5.2.3 might be of help as a reference.	
8 After reading the scale for Pragmatic Competence in Table A5, indicate and justify at which level(s) of the scale the examination should be situated.	Level
	Justification (incl. reference to documentation)
Strategic Competence	Short description and/or reference
9 What are the reception and production strategies that the test takers are expected to be able to handle? The discussion in CEFR 4.4.2.4 and 4.4.1.3 might be of help as a reference.	
10 After reading the scales for Strategic Competence in Tables A3 and A5, indicate and justify at which level(s) of the scale the examination should be situated.	Level
	Justification (incl. reference to documentation)

Form A22: Aspects of Language Competence in Mediation (continued)

Section A5: Specification: Outcome of the Analysis (Chapter 4)

Form A23 provides a graphic profile of the coverage of the examination in relation to CEFR categories and levels. It should be completed at the end of the Specification process.

C2								
C1								
B2.2								
B2								
B1.2								
B1								
A2.2								
A2								
A1								
Overall	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Socio-linguistic	Pragmatic	Linguistic

Form A23: Graphic Profile of the Relationship of the Examination to CEFR Levels

Confirmed Estimation of Overall CEFR Level		
<input type="checkbox"/> A1	<input type="checkbox"/> B1	<input type="checkbox"/> C1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> A2	<input type="checkbox"/> B2	<input type="checkbox"/> C2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Short rationale, reference to documentation. If this form presents a different conclusion to the initial estimation in Form A8, please comment on the principal reasons for the revised view.</p>		

Form A24: Confirmed Estimation of Overall Examination Level