

## Assessment

### [Council of Europe Recommendation CM/Rec 2022\)1 on the importance of plurilingual and intercultural education for democratic culture](#)

#### Measures:

**b. xvi. Supporting the creation and the use of assessment instruments aligned with the goals of plurilingual and intercultural education for democratic culture, developing learners' autonomy.**

**c. vii. Helping teachers to develop assessment competences that take account of plurilingual and intercultural learning.**

#### What is it about?

“Assessment” is the process of purposefully and systematically gathering and interpreting information about competences gained in relation to learning objectives in order to monitor progress, diagnose difficulties, measure achievement and offer opportunities to reflect on learning. In both policy and practice, different forms of assessment are fundamental to evaluate learners' progress in achieving plurilingual and intercultural competences and to encourage their critical reflection, agency and autonomy (CM/Rec 2022)1, Principles iv – vi). Assessment literacy is an important aspect of teacher education (CM/Rec 2022)1, measures c vii).

#### Why is this important and what can be done?

Defining clear objectives for teaching languages is fundamental to ensure shared criteria, reliable measures of achievement, and maintaining consistent assessment procedures that take account of learners' plurilingual repertoires. This clarity of objectives should lead to the establishment of milestones for language learning, including coherent transitions through the successive learning stage. Appropriately designed methods of assessment of learning (summative) and for learning (formative), including self-assessment and peer-assessment, make it possible to check whether these objectives have been achieved. Assessment should be in line with pedagogical approaches that empower learners by making space for their voices, leading to a more democratic classroom (Rec. 2022, b xvi).

## Council of Europe resources for policy/decision makers

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### **Resource 1:** [Common European Framework of Reference for Languages \(CEFR\)](#)

The CEFR provides a common basis for designing syllabuses, curricula, exams, and teaching materials, helping educators and institutions reflect on and align their practices. It outlines what language learners need to do and to know in order to communicate effectively, introduces key concepts like action-oriented tasks and plurilingual competence, and offers validated descriptors and proficiency levels to support teaching, learning, and lifelong assessment.

**See especially chapter 3 that introduces the CEFR Levels, and Sections 9.1 and 9.2 on assessment.**

### **Resource 2:** [Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume](#)

The CEFR Companion Volume (CEFR-CV) updates and extends the 2001 CEFR, which provided a common basis for developing language syllabuses, curriculum guidelines, examinations, and textbooks, supporting the alignment of curriculum, teaching, and assessment. It includes the complete set of updated and extended CEFR descriptors, replacing those from 2001. These now also cover areas such as mediation, online interaction, plurilingual and pluricultural competence, and sign language competences. The CEFR-CV offers a vision of language learning and use in which learners are viewed as active, responsible participants in society, using language to achieve real-life goals and engage meaningfully with others.

**See chapter 2, and specifically section 2.7 on needs profiles and proficiency profiles on plurilingual and pluricultural competences.**

### **Resource 3:** [Guide for the development and implementation of curricula for plurilingual and intercultural education](#)

The Guide serves as a resource for shaping plurilingual and intercultural language education policies and for embedding such approaches across curricula. It presents key issues and principles of curriculum design from a plurilingual and intercultural perspective and explains how to identify, integrate, and sequence relevant content and goals throughout the different stages of education.

Section 2.10 introduces how assessment works within curricula that value learners' plurilingual repertoires and aim to connect different language subjects at school. It explains why assessment plays a key role at all levels—from classroom feedback to national standards—and how it should align with curriculum goals to support effective teaching and innovation. The section also offers practical ideas for assessing learners' progress and for evaluating language curricula from a plurilingual and intercultural perspective.

## Council of Europe resources for teacher educators/pedagogical advisors

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**Resource 1:** [Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume](#)

See above

**See especially chapters 3, 4 and 5** which provide descriptors that can inspire both assessment tasks (Chapter 3 and 4) and success criteria to evaluate the outcomes (Chapter 5).

**See also Appendices 2, 3 and 4** (Assessment grids).

**Resource 2:** [European Language Portfolio](#)

The European Language Portfolio (ELP) enables learners to document their language skills, learning experiences, and cultural knowledge. It supports learner autonomy, plurilingualism, and intercultural competence. The ELP includes a Language Passport (a summary of language proficiency), a Language Biography (tools for reflection, goal-setting, and self-assessment), and a Dossier that encourages learners to document their achievements both in and outside formal education.

**See especially the Language Biography**, which has the following aims:

- To make learners more aware of the languages and competences that make up their plurilingual repertoire.
- To provide a detailed inventory for goal-setting and self-assessment checklists that can help teachers to identify, value and use all the languages available in the learning environment, as well as to encourage them to adopt approaches which foster learner agency.

## Further resources

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### [Aligning Language Education with the CEFR: A Handbook](#)

This focuses on the alignment of examinations to the CEFR by encouraging increased transparency in linking goals and assessment. It can serve as an additional resource for both policy/decision makers and teacher educators.

### [Assessment in Plurilingual and Intercultural Education](#)

This resource is a brief overview of the various aims of assessment in plurilingual and intercultural education, and of selected competences having to do with core aspects of plurilingual and intercultural education. A satellite study to the *Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education*. It can serve as additional resource for both policy/decision makers and teacher educators.

### [Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment](#) (CEFR) Highlights from the Manual)

This ECML resource offers an introduction to linking examinations to the Common European Framework of Reference for Languages in a valid way. The highlights are targeted at producers of language examinations, who are less familiar with psychometric procedures and who are not (yet) assessment experts.