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Linking Scores from WIDA MODEL Online to the Common European Framework of Reference (CEFR)

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Contents

Executive Summary

WIDA conducted a standard-setting study to link scores on the WIDA MODEL Online tests of Listening, Reading, Speaking, and Writing to the Common European Framework of Reference (CEFR) levels. The CEFR describes seven levels of language proficiency (Pre-A, A1, A2, B1, B2, C1, and C2) in terms of what students can do with their language skills. "The [CEFR] provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes . . . what language learners have to learn 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" (CEFR, Council of Europe, 2001, p. 1).

WIDA MODEL Online is an English language proficiency assessment for students in grades 1–12 that tests the four language domains of Listening, Reading, Speaking, and Writing. MODEL assesses the language that students need to access the content of the classroom with test items targeting the Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies, as well as Social Instructional Language. The test is structured by grade-level clusters with distinct test forms for students in grades 1–2, 3–5, 6–8, and 9–12.

To link scores on MODEL Online to the CEFR, we used widely accepted standard-setting procedures (Cizek & Bunch, 2007; Council of Europe, 2009; Tannenbaum & Baron, 2015): a bookmarking method for the Listening, Reading, and Speaking tests and a body of work method for the Writing test. A total of 20 international school educators participated in the standard-setting panel, with five educators working in each of the four breakout groups for each grade-level cluster test (1–2, 3–5, 6–8, and 9–12). Survey results from the panelists indicate that they had confidence in the study methods and findings.

The results of the study are cut scores for each of the four language domain tests that are recommended for classifying test takers according to the levels of the CEFR. The findings resulting from informed educator judgements indicate that MODEL Online scores may be interpreted as representing performances from the pre-A1 through C1 levels on CEFR, with variation in the findings based on both domain test and grade-level cluster.

A high-level summary of the findings indicates that:

- The MODEL Online Listening test measures from pre-A1 to B2 in grades 1–5 and from pre-A1 to C1 in grades 6–12.
- The MODEL Online Reading test measures from pre-A1 to B1 in grades 1–2, from pre-A1 to B2 in grades 3–5, and from pre-A1 to C1 in grades 6–12.
- The MODEL Online Speaking test measures from pre-A1 to B1 in grades 1–2, from pre-A1 to B2 in grades 3–8, and from pre-A1 to C1 in grades 9–12.
- The MODEL Online Writing test measures from pre-A1 to B2 in grades 1–5 and from pre-A1 to C1 in grades 6–12.

Introduction

WIDA conducted a standard-setting study to link scores on the WIDA MODEL Online tests of Listening, Reading, Speaking, and Writing to the Common European Framework of Reference (CEFR) levels. The CEFR describes seven levels of language proficiency (Pre-A, A1, A2, B1, B2, C1, and C2) in terms of what students can do with their language skills. For more information, see: https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors

The outcomes of a standard-setting study are minimum test scores (cut scores) needed to reach defined performance levels. Findings from this study provide test users with a series of relevant cut scores and MODEL Online scale score distributions that are associated with specific CEFR levels. This report describes the standard-setting study conducted to link WIDA MODEL Online test scores to the CEFR.

The WIDA MODEL Online test

WIDA MODEL Online (hereafter MODEL) is an English language proficiency assessment for students in grades 1–12 that tests the four language domains of Listening, Reading, Speaking, and Writing. MODEL assesses the language that students need to access the content of the classroom with test items targeting Social Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. The test is structured by grade-level clusters. There are distinct test forms for students in grades 1–2, 3–5, 6–8, and 9–12. As an on-demand assessment, MODEL can be administered at any time during the school year, depending on the needs of the school, teachers, or students. MODEL is administered in both international schools around the world and in public and private schools across the United States. Internationally, the test serves as a progress monitoring tool and in some cases is used to support school admissions decisions. In U.S. public schools, MODEL is most commonly used as an interim progress monitoring test between annual administrations of the summative ACCESS for ELLs assessment. For more information, see: https://wida.wisc.edu/assess/model/online

The online test is semi-adaptive. This means that student performance on the Speaking test helps determine the content of the Listening test that a student experiences. Similarly, student performance on the Writing test helps determine the content students see in the Reading test. Once placed into one of the three difficulty tracks on the Listening and Reading tests (low, mid, or high track), the student then completes a fixed form within that track. After completion of all four domain tests, scores are reported for each domain (Listening, Reading, Speaking, and Writing). Two types of scores are reported: scale scores (from 100 to 600) and WIDA language proficiency levels, or PLs (from 1 to 6). In this study, scale scores were utilized to link to the CEFR.

Speaking Test

The MODEL Speaking test consists of two parts. In grades 1–5, there are 8 scored tasks (3 tasks in Part A and 5 tasks in Part B), whereas in grades 6–12 there are 10 scored tasks (5 tasks in each of Parts A and B). Each part of the Speaking test consists of a set of thematically linked input screens and speaking tasks. The speaking tasks within each part of the test build in difficulty around the common theme. Each of the speaking tasks is scored as either "Meets" or "Approaches" the linguistic expectations of the task level. Students are awarded one point each time they *meet* the expectations of the task. No points are awarded for responses scored as *approaching* expectations. Hence, the raw score range for grades 1–5 is 0–8, and for grades 6–12 the raw score range is 0–10. The Speaking test takes up to 15 minutes to administer.

Listening Test

The MODEL Listening test consists of either 13 or 16 scored items, depending on the difficulty track. Students who are placed into the low track respond to 13 multiple-choice items. Students who are placed into the mid or high tracks respond to 16 multiple choice items. Track placement is based on students' performance on the Speaking test and the students' performance on the first four listening test items. The raw score range for the Listening test is 0–13 or 0–16, depending on the track placement. The Listening test takes up to 30 minutes to administer.

Writing Test

The MODEL Writing test consists of two parts, Part A and Part B. Part A aims to elicit simple words and sentences based on a picture description task. Part B aims to elicit an extended writing response, with a variety of tasks that elicit narratives, arguments, or explanations. After students complete both Part A and Part B, the test administrator assigns a Quick Score of Low, Mid, or High to the response. This Quick Score is used in the Reading track placement decision. The administrator or another trained rater also assigns a final Writing score using the WIDA MODEL Writing Rubric. It is available here: https://wida.wisc.edu/sites/default/files/resource/MODEL-Writing-Rubric-Gr1-12.pdf

The Writing Rubric is a 0–6 point scale and raters may also award plus (+) or minus (-) scores to reflect particular strengths or weaknesses in the three scoring criteria (linguistic complexity, vocabulary usage, language control). Hence, the raw score range for the Writing test is 0–18. The Writing test takes up to 30 minutes to administer.

Reading Test

The MODEL Reading test typically consists of either 13 or 16 scored items, depending on the difficulty track, with the exception of the grades 1–2 low track Reading test, which includes 19 items. Students who are placed into the low track (except in grades 1–2) respond to 13 multiple-choice items. Students who are placed into the mid or high tracks respond to 16 multiple choice items. Track placement is based on students' Quick Score on the Writing test and performance on the first four Reading test items. The raw score range for the Reading test is 0–13, 0–16, or 0–19 depending on the track placement and grade-level cluster test. The Reading test takes up to 25 minutes to administer.

The Common European Framework of Reference (CEFR)

The CEFR describes seven levels of language proficiency organized into three bands: pre-A1, A1, and A2 (*basic user*), B1 and B2 (*independent user*), C1 and C2 (*proficient user*). "The [CEFR] provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes . . . what language learners have to learn 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" (CEFR, Council of Europe, 2001, p. 1).

In 2018, The Council of Europe released two sets of representative samples of descriptors for young learners (Goodier & Szabo, 2018a; Goodier & Szabo, 2018b). Two sets of descriptors were released: one for young learners aged 7–10 and another set for learners aged 11–15. We made extensive use of these descriptors in preparation for the linking study, as these descriptors are directly relevant to the young students who take MODEL in the K–12 assessment context.

Linking methods and procedures

To link scores on MODEL to the CEFR, we used widely accepted standard-setting procedures (Cizek & Bunch, 2007; Council of Europe, 2009; Tannenbaum & Baron, 2015). Initially, our intent was to use a bookmarking method for Listening and Reading, and a body of work method for Speaking and Writing, as those methods are the most appropriate for the respective domain tests. In the bookmarking method, panelists are presented with items in order of difficulty, from easiest to most difficult, and asked to determine at what point a student at a given proficiency level would fall below a certain likelihood (often 50%) of getting an item correct. This method is appropriate when a wealth of data is available to determine the difficulty of the items. In the body of work method, panelists are given samples of student responses to test tasks and ask to judge what proficiency level those responses represent. This method is appropriate for constructed response tests when a sufficient range of student responses is available. However, as explained below, due to a lack of usable and representative Speaking samples, we decided to use a bookmarking method for Speaking.

Participants in the study were recruited from international schools that use MODEL. Recruits were teachers in international schools in which English is the medium of instruction, and there were selected based on their self-reported familiarity with MODEL and the CEFR. Eighteen of the panelists self-reported being very or somewhat familiar with MODEL and 15 of the 20 panelists self-reported being very or somewhat familiar with the CEFR. Each participant was assigned to one of four grade-level clusters consistent with those used for MODEL (1–2, 3–5, 6–8, and 9–12). Five panelists were selected for each cluster, for a total of 20 panelists.

In preparation for the in-person linking study meeting, we first created a curated set of CEFR descriptors for each MODEL grade-level cluster using the Supplementary Descriptors for ages 7–10 (https://rm.coe.int/collated-representative-samples-descriptors-young-learners-volume-1-ag/16808b1688) and 11–15 (https://rm.coe.int/collated-representative-samples-descriptors-young-learners-volume-2-ag/16808b1689).

WIDA researchers began by eliminating categories of descriptors that clearly do not relate to the construct MODEL is designed to assess, such as "Facilitating pluricultural space." We then examined the remaining descriptors, and deleted those which, in our determination, did not fit the test construct. In examining the descriptors and their relevance to MODEL, we determined that for grades 1–2 and 3–5, no descriptors beyond level B2 were relevant, while for the higher grade levels, descriptors beyond the C1 level were deemed irrelevant. Additionally, we determined that no descriptors at the B2 level for Reading were relevant for grades 1–2. This process left us with three sets of descriptors: one for grades 1–2, one for grades 3–5, and one for grades 6–8 and 9–12. The descriptors for grades 1–2 and 3–5 were identical, with the exception that the former did not include descriptors for Reading at the B2 level. The final list of CEFR descriptors can be found in Appendix A.

Panelists were assigned two training tasks ahead of the meeting. The first was to review MODEL test content for their assigned grade-level cluster; to do this, panelists were provided with a login to the MODEL Online test administrator interface (TAI). The second task was to review the curated list of CEFR descriptors and write a brief description of what panelists felt students in their assigned grade levels could do with their English at each of the CEFR levels in each of the four domains of listening, reading, speaking, and writing. WIDA researchers created a Qualtrics survey to collect responses to this task. In this and all other phases of the study, panelists were instructed to focus on the highest grade in their assigned grade-level cluster, with the exception of the 9–12 cluster. Those panelists were asked to focus on grade 10, as typically students in that grade are 15 years old, which is the highest age targeted by the supplementary CEFR descriptors.

The meeting took place on the campus of Colegio Internacional SEK-El Castillo in Villafranca del Castillo, Spain, from January 27–29, 2023. This school was chosen among the ones that volunteered to

host the meeting because of its relatively central location and moderate ease of access to panelists from other parts of Europe, Africa, Asia, and Latin America.

Before traveling to Spain, WIDA printed and shipped the following materials to the school:

- Ordered item booklets displaying Listening, Reading, and Speaking test content in order of empirical item difficulty
- Speaking test administrator scripts
- Speaking scoring rubrics
- Handouts displaying Writing test content
- Bookmarks

The following materials were transported by WIDA staff when they traveled to Spain:

- Writing Portfolios of student writing responses at various MODEL score points (see below)

Additionally, WIDA developed the following electronic files for use in the meeting:

- Individual data collection sheets (for panelists)
- Data summary sheets (for facilitators)
- Impact data (for facilitators)

The ordered item booklets (OIBs) included all the items in the target domain (Listening, Reading, or Speaking) that appear on the test for the target grade-level cluster, arranged in order of empirical difficulty according to their Rasch difficulty measures. The Writing Portfolios were chosen from Writing samples collected during field testing of new MODEL Writing tasks in 2019. The portfolios consisted of the responses of 12 students per grade-level cluster to both Part A and Part B of Writing Task 1. The first two student responses were used as practice samples, as described below. The 10 writing samples used for the study spanned the range of observed raw scores on the test. For all grade-level clusters, a sample that received a raw score of 0 (non-scorable) was included as a baseline; additionally, a sample that represented the highest observed raw score in our sample was included. In all grade-level clusters, the highest observed score was 17, which corresponds to a MODEL rubric score of 6. The highest attainable raw score on the MODEL Writing test is 18, corresponding to a rubric score of 6+. The other student samples were chosen using the following criteria:

- Representation across the raw score scale: no raw score was repeated, and an attempt was made to have the responses roughly evenly spaced across the scale.
- Consistency of performance: the samples showed consistent performance across Part A and Part B of the writing task.
- Legibility: for grades 1–2 and 3–5, in which students handwrite their responses on paper rather than keyboarding them, the writing should be legible.

The 10 samples selected were presented in order of raw score, from lowest to highest. The agenda for the meeting can be found in Appendix B. One day prior to the meeting, WIDA personnel were given a tour of the school campus, and had an opportunity to review and distribute all standard-setting study materials. The school provided a central meeting area where all participants could meet for general training and debriefing, along with breakout rooms for each of the four grade-level cluster panels. The school also provided each panelist with a laptop computer, with links to the online materials necessary to conduct the study.

The first day of the meeting began with a general introduction for all panelists, followed by a training on the bookmarking method used for the Listening, Reading, and Speaking domains. After the training, the panelists convened in their respective breakout rooms. Each panel was facilitated by a WIDA

staff member. The panels started with the Listening domain. Panelists were first asked to write descriptions of the minimally qualified students at each of the CEFR levels, starting with the Pre–A1/A1 border, and proceeding to the highest level the panel was considering. After the panelists had a few minutes to write their descriptions, the WIDA facilitator helped the panelists reach a consensus on a few descriptors for each of the CEFR level borders. The facilitator wrote those descriptors on a whiteboard for the panelists' reference.

Facilitators then passed out the Listening OIBs. Panelists were instructed to review the items in order, and for each item consider this question: *Does a minimally qualified A1 student have at least a 50% chance of answering the question correctly?* When participants reached an item which, in their consideration, a borderline student had less than a 50% chance of answering correctly, they placed a bookmark before that item. They were instructed to then look at a few more items around the bookmarked item to confirm their judgment. Once they were sure of their judgment, they recorded it in the Data Collection sheet, as shown in Figure 1. They were instructed that they could record the exact difficulty of the item, or interpolate between two adjacent items, e.g., if they placed a bookmark between items with difficulties of 215 and 220, they could enter 220 into the spreadsheet or they could record any difficulty value between 215 and 220. They then repeated the process for the other CEFR level cuts.

Figure 1

Sample data collection sheet

When all panelists had finished round 1, the results were revealed and they discussed them in groups, and then had a chance to confirm or adjust their cut determinations in round 2. After all panelists had finished both rounds, the facilitators showed them the final results anonymously, along with impact data (Figure 2). The impact data (see Table 10) showed how the population of MODEL test takers in international schools from a single academic year (n=30,244) would be distributed across CEFR levels if the panels' cuts had been in force for that operational testing year. Panelists were then asked to fill out the evaluation forms (presented later in this report) for the Listening portion of the standard setting. The evaluation forms asked panelists to rate their satisfaction with the process and materials, as well as their confidence in the results.

Figure 2

Sample impact data
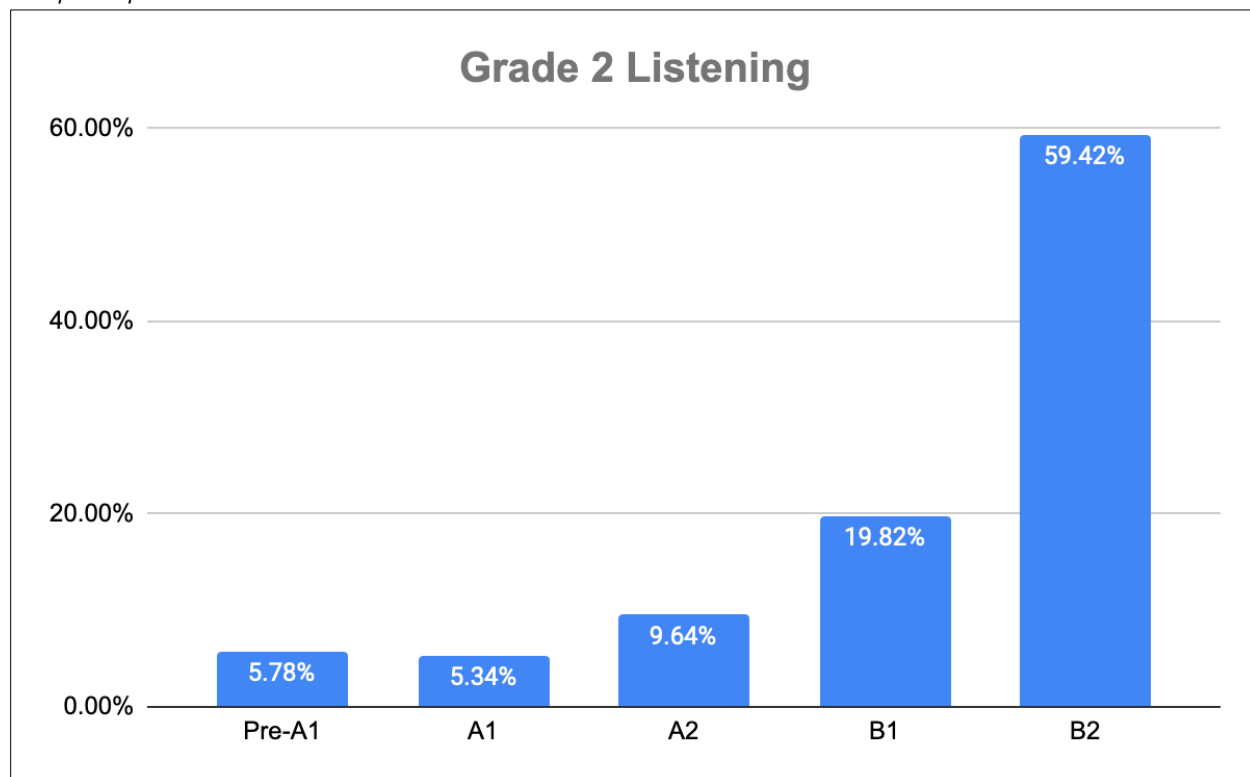
The procedures for Reading and Speaking followed those for Listening, though with a slight modification for Speaking. For that domain, panelists were asked to consider the following question as they reviewed the items: *What is the minimal level of language required to meet the linguistic expectations of this task?* They were instructed to place a bookmark before the first item that required a given level of proficiency, and to record the difficulty value for that item on their data collection sheet. As with Listening and Reading, they could interpolate between two adjacent items.

For Writing, a body of work method was used. We began by having panelists describe the characteristics of writing for a student solidly in the middle of each CEFR proficiency level. We then had the panelists read a practice response, and asked them to consider the following questions:

- What level of proficiency does this best represent?
- How confident am I that this performance fits that proficiency level (100% – 50%)?
- Then decide – If I'm not 100% confident of my selection, which adjacent CEFR level (higher or lower) do I think might also be characterized by this performance?

Panelists then recorded their ratings in their data collection spreadsheets (Figure 3). When all panelists had entered their ratings, facilitators revealed the results to the panelists on a screen. The results included all responses from the panelists (shown anonymously), along with the group averages and standard deviations (Figure 4). The panel discussed the process and results as a group, and the facilitator answered any questions they had. If necessary, this process was repeated with the second practice response.

Figure 3

Data collection sheet (Writing)

	Round 1						
	Pre-A1	A1	A2	B1	B2	C1	Total
Practice 1		40	60				100
Practice 2						100	100
Portfolio 1							0
Portfolio 2	30	70					100
Portfolio 3	20	80					100
Portfolio 4		80	20				100
Portfolio 5			30	70			100
Portfolio 6				40	60		100
Portfolio 7				30	70		100
Portfolio 8				20	80		100
Portfolio 9				10	90		100
Portfolio 10					20	80	100

Figure 4

Sample Writing results

Grade 8 Round 1, Practice 1							
Round 1 Group Average	78.00	22.00	0.00	0.00	0.00	0.00	
Round 1 Group Standard Deviation	43.818	43.818	0.000	0.000	0.000	0.000	
	Proficiency Level						
Panelist	Pre-A1	A1	A2	B1	B2	C1	Total
1	90	10	0	0	0	0	100
2	100	0	0	0	0	0	100
3	100	0	0	0	0	0	100
4	100	0	0	0	0	0	100
5	0	100	0	0	0	0	100

Grade 8 Round 2, Practice 1							
Round 1 Group Average	78.00	22.00	0.00	0.00	0.00	0.00	
Round 2 Group Standard Deviation	32.711	32.711	0.000	0.000	0.000	0.000	
	Proficiency Level						
Panelist	Pre-A1	A1	A2	B1	B2	C1	Total
1	90	10	0	0	0	0	100
2	100	0	0	0	0	0	100
3	90	10	0	0	0	0	100
4	90	10	0	0	0	0	100
5	20	80	0	0	0	0	100

Panelists then began rating the portfolios for their groups, starting with the response that received the lowest raw score. Panelists were asked to read the response and rate it following the same procedures described for the practice response. When the facilitators saw that all panelists had entered ratings for every response within the portfolio, they revealed the ratings to the panelists and had them

discuss their ratings. After the discussion, panelists conducted a second round, in which they were given the opportunity to confirm or adjust their ratings. When the panelists had finished rating all of the responses within the portfolio for their group, the facilitators revealed the cuts that would result from the panelists' ratings (Figure 5), along with impact data (Figure 6). The impact data showed how the population of MODEL test takers in international schools from a single academic year would be distributed across CEFR levels if the panels' cuts had been in force for that operational testing year. Panelists were then asked to fill out the evaluation forms for the Writing portion of the standard setting. The evaluation forms asked panelists to rate their satisfaction with the process and materials, as well as their confidence in the results.
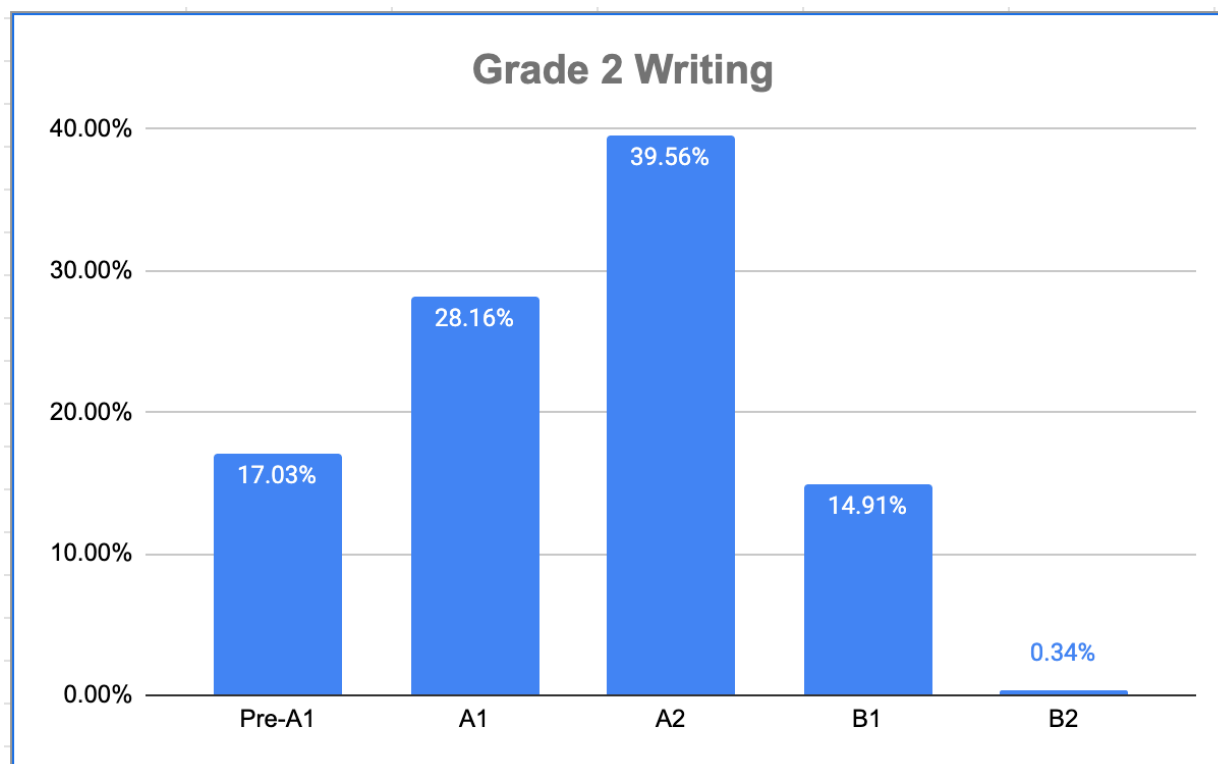
Figure 5

Sample of panel's cut scores for Writing

Panel's Cut Scores	
PL Score	**Scale Score**
Pre-A1/A1	323
A1/A2	375
A2/B1	382
B1/B2	424
B2/C1	441

Figure 6

Sample impact data (grade 2 Writing)

Analysis

To the extent possible, we used the cuts recommended by the panelists. To calculate those cuts, we used the mean cuts from all panelists in round 2 for Listening, Reading, and Speaking. For Writing, from the data collected from the standard setting panelists, WIDA assigned the proportional values of CEFR level assignments (i.e., A1, A2, B1, B2, and C1) to the scale score values of assigned student portfolios. The resulting scale scores were then aggregated across panelists to provide pre-smoothed scale score values for CEFR level assignments.

However, as we had to make some adjustments to those recommendations in order to ensure that the results reflected a vertical scale, we first established principles to guide our smoothing process, as described below.

Smoothing principles

1. The assumption is that MODEL has a vertical scale. Accordingly, cross grade-level cluster interpretations should pattern as expected, i.e., we expect identical or higher scale score (SS) values for the same CEFR level in higher grade-level clusters. In no case should lower grade-level clusters have higher SS values for a specific CEFR level in higher grade-level clusters. This should apply for all CEFR levels.
2. In the event that some recommended cuts are difficult to interpret, the following criteria will be followed to "smooth" panelists' recommended CEFR cut scores:

a. If the general pattern within a domain exhibits vertical scale expectations, use cuts as-is.
   i. It is likely that even in domains that pattern as expected there will be cross-cluster anomalies, e.g., a SS value for a CEFR level in a lower grade-level cluster will be higher than that in higher grade-level clusters. In cases like this, use the standard deviation to raise or lower SSs to obtain an appropriate pattern. For example, if the original B1/B2 cut for Listening is 417 for grade 8 and 412 for grade 10, and the standard deviation for grade 8 is 18, we would lower the grade 8 cut to, e.g., 402.
   ii. Or if adjacent grade-level clusters have very similar SS (≤5) cut values for a CEFR level(s) and the standard deviation for the round 2 cuts support it (i.e., SD >5) and a lower grade-level cluster has a higher scale score cut, apply the cut score for the higher grade-level cluster to both clusters. For example, the original B1/B2 cut for Reading was 375 for grade 8 and 374 for grade 10. We lowered the cut for grade 8 to 374.
   iii. Or if i. or ii. is not possible, average the SS of each adjacent grade-level cluster and use that average value as the CEFR SS cut for both grade-level clusters' cuts. For example, the original Pre-A1/A1 cut for Reading was 317 for grade 8 and 307 for grade 10. In this case, as the standard deviation did not support moving the grade 10 cut down to the grade 8 cut or vice versa, we took the average of the two cuts and applied that to both clusters.
   iv. Or if CEFR levels still do not align as expected and iii. above will not work because non-adjacent higher grade-level clusters will not follow a vertical scale pattern, adjust the cut score to a pattern appropriately consistent with an adjacent grade-level cluster's cut score.

b. For those domains exhibiting unexpectedly different cross-cluster patterns (primarily the domain of Speaking), apply the following procedure:
   i. Anchor Pre-A1/A1 cuts to the grade 2 assigned cut. Specifically, select the SS in the raw score table that is closest to the grade 2 assigned cut.
      1. Adjust all other grade-level clusters' Pre-A1/A1 cut score values to pattern like a vertical scale;
      2. where possible, adjust non-aligned, Pre-A1/A1 grade-level cluster cuts to be within one SD (taken from round 2 cuts) for that CEFR level for that grade-level cluster; and
      3. if 2. above is not possible, look to the adjacent grade-level cluster closest in SS value, and move the non-aligned grade-level cluster to that cut score. In all cases, a higher grade-level cluster should either have the same or higher SS value for the Pre-A1/A1 cut as that of the lower grade-level clusters.
   ii. Anchor B2/C1 cuts for grades 8 and 10 using the average of the SS cuts for those two grade-level clusters and select the SS in the raw score table that is closest to that average value.
      4. Adjust all other grade-level clusters' B1/B2 cut score values to pattern like a vertical scale;

5. where possible, adjust non-aligned CEFR grade-level cluster cuts to be within a standard deviation of the panelists' final recommended cuts for that grade-level cluster; and
6. if 5. above is not possible, look to the adjacent grade-level cluster closest in SS value, and move the non-aligned grade-level cluster to that cut score. In all cases, a higher grade-level cluster should either have the same or higher SS value for the B1/B2, A2/B1, or A1/A2 cut as that of the lower grade-level clusters. NOTE: The A1/A2 cuts for grade 8 and grade 10 were set using the grade 5 A1/A2 cut and adding 2 more SS points.

Results

Listening

Table 1 shows the panelists' recommendations for Listening. For the most part, the recommendations meet the assumption of a vertical scale, but with a few exceptions. Specifically, the Pre-A/A1 cut is higher for grade 8 than grade 10; the A2/B1 and B1/B2 cuts are higher for grade 5 than grade 8; and the B2/C1 cut is higher for grade 8 than grade 10.

Table 1

Panelists' cuts for Listening

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	214	284	297	290
A1/A2	248	309	320	337
A2/B1	283	344	341	368
B1/B2	315	380	371	399
B2/C1	N/A	N/A	416	412

Because of the exceptions mentioned above, we applied the smoothing rules resulting in the values in Table 2. Cut scores that were adjusted are bolded and italicized.

Table 2

Smoothed cuts for Listening

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	214	284	***294***	***294***
A1/A2	248	309	320	337
A2/B1	283	***343***	***343***	368
B1/B2	315	***371***	371	399
B2/C1	N/A	N/A	***402***	412

Reading

Table 3 shows the panelists' recommendations for Reading. For the most part, the recommendations meet the assumption of a vertical scale, but with a few exceptions. Specifically, the Pre-A/A1, B1/B2, and B2/C1 cuts are higher for grade 8 than grade 10.

Table 3

Panelists' cuts for Reading

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	242	268	317	307
A1/A2	278	295	342	346
A2/B1	310	339	355	357
B1/B2	N/A	372	375	374
B2/C1	N/A	N/A	392	389

Because of the exceptions, we applied the smoothing rules to come up with the values in Table 4. Cut scores that were adjusted are bolded and italicized.

Table 4

Smoothed cuts for Reading

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	242	268	*312*	*312*
A1/A2	278	295	342	346
A2/B1	310	339	*356*	*356*
B1/B2	N/A	372	*374*	374
B2/C1	N/A	N/A	*391*	*391*

Speaking

Table 5 shows the panelists' cuts for Speaking. Unlike the other domains, these results do not support the assumption of a vertical scale. For example, the B1/B2 cut is higher for grade 2 than for any of the other grades.

Table 5

Panelists' cuts for Speaking

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	127	208	188	143
A1/A2	327	263	250	236
A2/B1	373	304	344	293
B1/B2	431	375	384	329
B2/C1	N/A	N/A	435	371

A closer examination of the panelists' recommendations, however, revealed a commonality among their suggested cuts. To understand this, recall that items in Speaking were ordered in terms of empirical difficulty. In practice, items that were intended to elicit language at the P1 level were easier than items at the P2 level, which were easier than items at the P3 level, and so on. The one exception to this pattern was in grade 8, and is explained in the following paragraph.

With the exception of grade 8, panelists consistently recommended setting the Pre-A1/A2 cut between the second and third item in the OIB, the A1/A2 cut between the fourth and fifth item, and so on (Table 6). The grade 8 exception may be due to the fact that one of the P3 tasks on the 6–8 test is easier than one of the P2 tasks; in all other cases in every grade-level cluster the order of empirical difficulty matches the order of *a priori* difficulty (e.g., all P1 tasks within a grade-level cluster are easier than all P2 tasks within the same grade-level cluster).

Table 6

Relationship between Speaking tasks and suggested CEFR levels

Item	Grade 2	Grade 5	Grade 8	Grade 10
1	Pre-A1	Pre-A1	Pre-A1	Pre-A1
2	Pre-A1	Pre-A1	Pre-A1	Pre-A1
3	A1	A1	Pre-A1	A1
4	A1	A1	A2	A1
5	A2	A2	A2	A2
6	A2	A2	A2	A2
7	B1	B1	B1	B1
8	B2	B2	B1	B2
9	N/A	N/A	B2	B2
10	N/A	N/A	B2	C1

The pattern described here suggests that panelists saw a clear link between the level of language necessary to meet the expectations of the tasks and the CEFR levels. Therefore, we decided to base our final cuts on the raw scores that correspond to items where the panelists placed their cuts. For example, since panelists placed the Pre-A1/A1 cut at the third item, we set our final cut at a raw score of 3 across the grade levels. In other words, in order to be considered at the A1 level in Speaking, a student must

meet the expectations of all of the P1 tasks and at least one of the P2 tasks. The final cuts are shown in Table 7. Note that, due to capping of scale scores, the A1/A2 and B1/B2 cut scores are identical for grade 2, as are the B1/B2 and B2/C1 cut scores for grade 8. As a result, the test effectively does not measure beyond the B1 level for grades 1–2, or beyond the B2 level for grades 6–8.

Table 7

Final recommended cuts for Speaking

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	336	302	288	272
A1/A2	382	345	334	315
A2/B1	409	385	385	356
B1/B2	409	400	406	379
B2/C1	N/A	N/A	406	446

Writing

Table 8 shows the panelists' recommendations for Writing. The recommendations meet the assumption of a vertical scale.

Table 8

Panelists' cuts for Writing

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	245	278	308	323
A1/A2	288	306	344	375
A2/B1	326	339	365	382
B1/B2	366	389	404	424
B2/C1	N/A	N/A	428	441

Table 9 shows the cuts after applying our smoothing principles, and shows our final recommended cuts.

Table 9

Smoothed cuts for Writing

Cut	Grade 2	Grade 5	Grade 8	Grade 10
Pre-A1/A1	245	247	253	253
A1/A2	271	271	285	285
A2/B1	307	307	307	307
B1/B2	348	348	348	348
B2/C1	N/A	N/A	372	372

Impact data

The impact data in Figures 7–10 is based on results from all international school students who took MODEL Online between July 1, 2021 and June 30, 2022. It shows what percentage of students would be at each CEFR level if the cuts recommended in this report had been in effect. For example, on the Listening domain test 3% of grade 1 students would have been in CEFR level Pre–A1, while 6% would have been in level A1 as shown in Figure 7. Table 10 shows the n–counts by cluster for all domains.

Table 10

N–counts by grade–level cluster for impact data

Grade-level cluster	N
1–2	7,402
3–5	11,833
6–8	6,436
9–12	4,573

Figure 7

Listening impact data
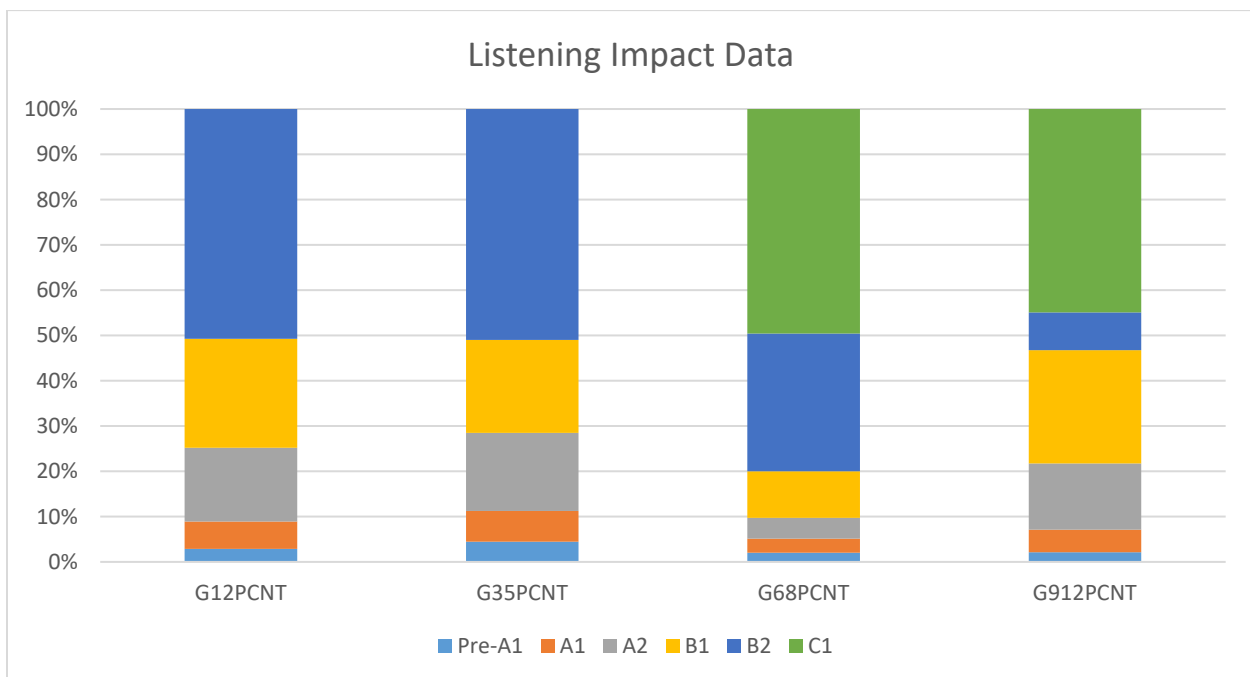
Figure 8

Reading impact data

Figure 9

Speaking impact data

Speaking Impact Data

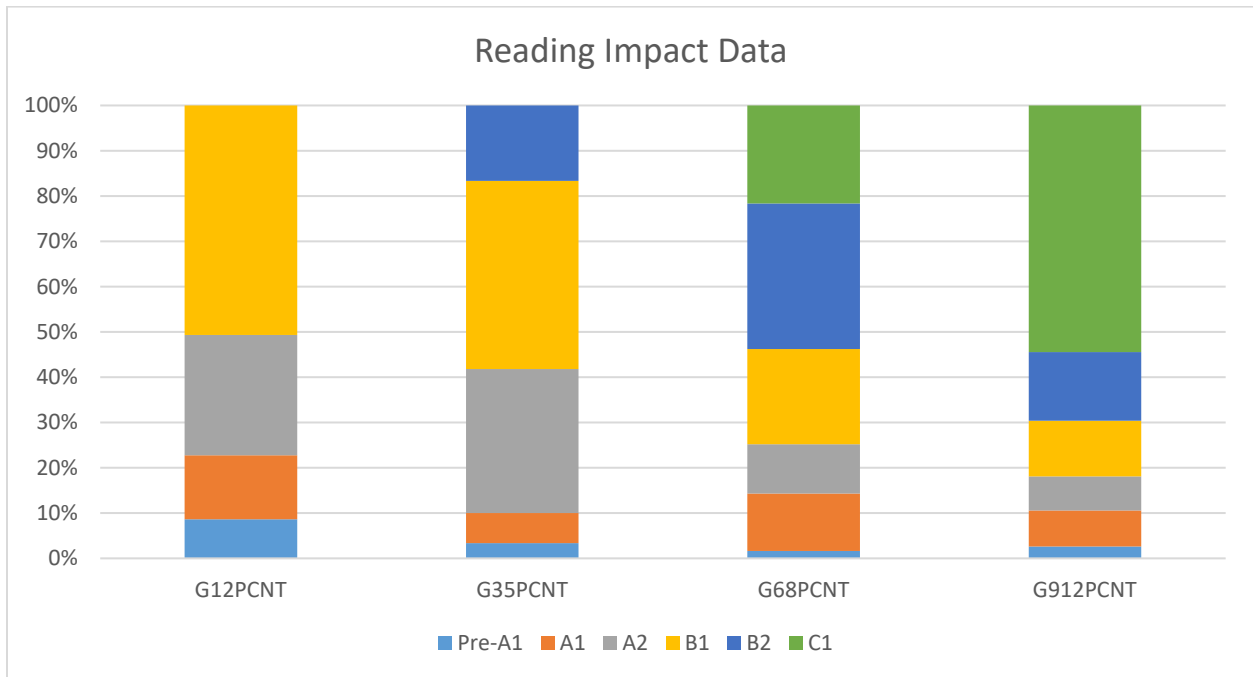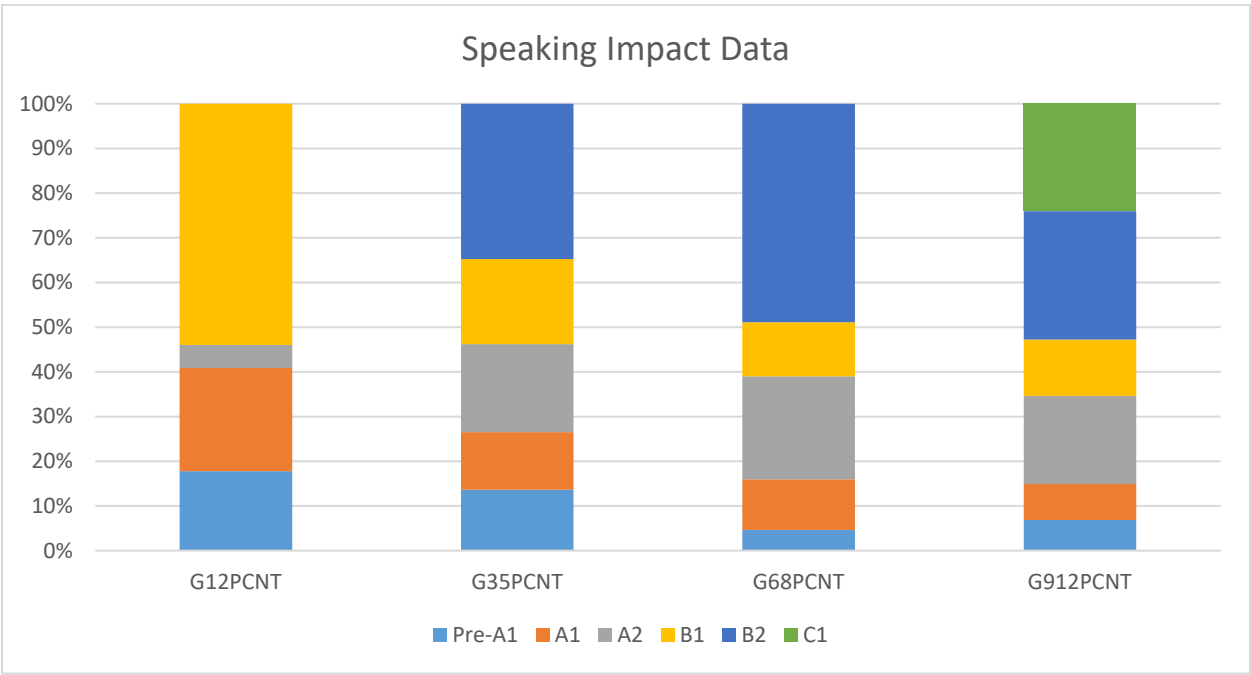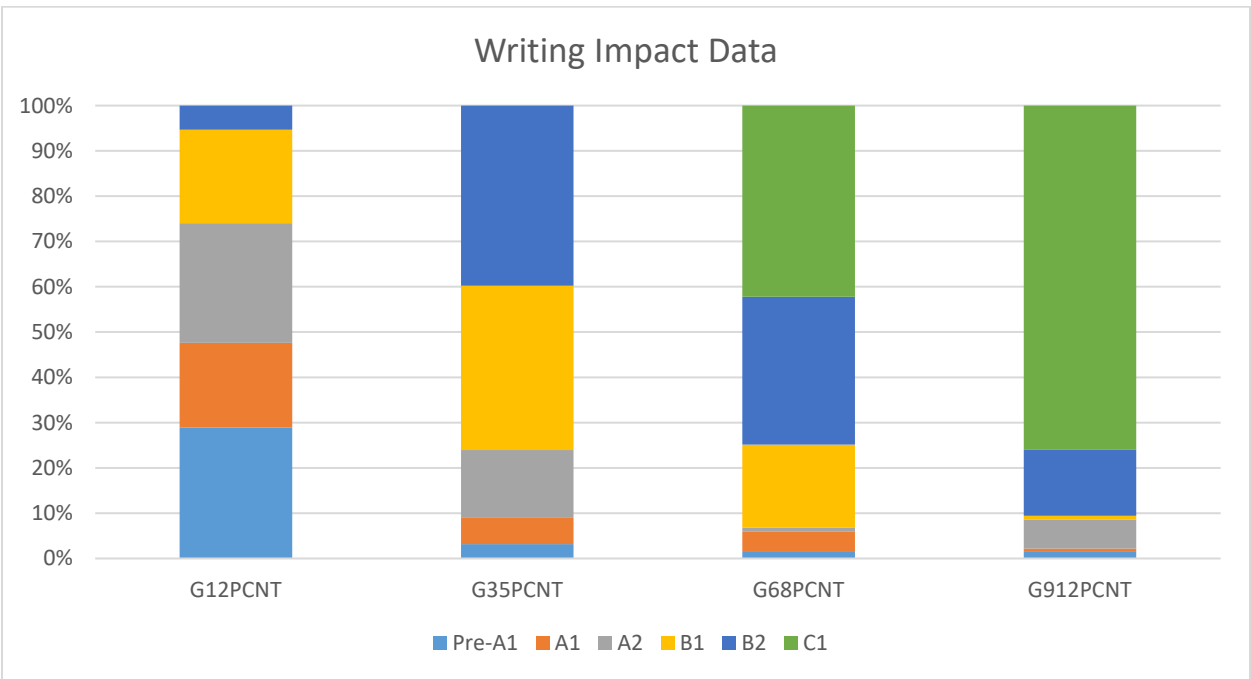**Figure 10**

Writing impact data

Writing Impact Data

Panelists' evaluation

Panelists were asked to evaluate various aspects of the study via a Qualtrics survey. In this section, we summarize the results of the evaluation, along with responses to open-ended questions. Overall, the panelists' evaluations were positive. However, one panelist was consistently negative for roughly the first half of the questions, after which that panelist had consistently positive responses. Because the survey was anonymous, and because that panelist did not respond to any of the open-ended questions, we do not know if that pattern was a true reflection of the panelist's opinions, or if the panelist was confused by the format of the survey and meant to respond either consistently positively or consistently negatively. We have reported this panelist's responses as recorded.

General aspects

Overall, the panelists responded positively to questions about the general aspects of the meeting, as shown in Table 11, though a couple expressed some dissatisfaction with the lodging.

Table 11

General aspects of the meeting

How satisfied were you with the following aspects of the meeting?				
	Very Satisfied	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**
Preparatory materials	19 (90%)	1 (4%)	0 (0%)	1 (4%)
Communication	18 (90%)	1 (5%)	0 (0%)	1 (5%)
Lodging	11 (55%)	7 (35%)	1 (5%)	1 (5%)
Meeting site	13 (65%)	6 (30%)	0 (0%)	1 (5%)
Food	13 (76%)	3 (17%)	0 (0%)	1 (5%)

The following comment reflects panelists' overall satisfaction:

All of the plans for this weekend were very well done and organized with appropriate detail. They were shared in a friendly and timely manner and it has been a pleasure to be a part of this work and meet members of the WIDA team and international colleagues.

Training and general process

Aside from the one participant mentioned in the introduction, participants were uniformly satisfied with the training and general processes, as shown in Table 12.

Table 12

Training and general processes

To what extent do you agree with the following statements?				
	Strongly Agree	**Somewhat Agree**	**Somewhat Disagree**	**Strongly Disagree**
The pre-meeting assignment was useful preparation for the study.	19 (79%)	4 (16%)	0 (0%)	1 (4%)
I understood the purpose of this study.	23 (95%)	0 (0%)	0 (0%)	1 (4%)
The instructions and explanations provided by the facilitators were clear.	21 (87%)	2 (8%)	0 (0%)	1 (4%)
The training in the standard-setting methods was adequate to give me the explanation I needed to complete my assignment.	17 (70%)	6 (25%)	0 (0%)	1 (4%)
The opportunity for feedback and discussion between rounds was helpful.	23 (95%)	0 (0%)	0 (0%)	1 (4%)
The process of making the standard-setting judgements was easy to follow.	20 (86%)	2 (8%)	1 (4%)	0 (0%)

Individual domains

Overall, participants were satisfied with the training, materials, and discussion for each of the individual domains, though the one participant mentioned in the introduction expressed dissatisfaction with these aspects of the Listening, Reading, and Speaking processes (Table 13–Table 14).

One participant expressed dissatisfaction with the Writing materials (Table 15), although they provided no details.

Table 13

Listening process

How satisfied were you with the following aspects of the Listening process?				
	Very Satisfied	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**
Training in the standard-setting method	20 (90%)	1 (4%)	0 (0%)	1 (4%)
Materials	19 (86%)	2 (9%)	1 (4%)	0 (0%)
Discussion	20 (90%)	1 (4%)	0 (0%)	1 (4%)

Table 14

Reading process

How satisfied were you with the following aspects of the Reading process?				
	Very Satisfied	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**
Training in the standard-setting method	25 (92%)	1 (3%)	0 (0%)	1 (3%)
Materials	26 (96%)	0 (0%)	0 (0%)	1 (3%)
Discussion	24 (88%)	2 (7%)	0 (0%)	1 (3%)

Table 15

Speaking process

How satisfied were you with the following aspects of the Speaking process?				
	Very Satisfied	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**
Training in the standard-setting method	16 (72%)	5 (22%)	1 (4%)	0 (0%)
Materials	16 (72%)	5 (22%)	1 (4%)	0 (0%)
Discussion	21 (95%)	0 (0%)	1 (4%)	0 (0%)

Table 16

Writing process

How satisfied were you with the following aspects of the Writing process?				
	Very Satisfied	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**
Training in the standard-setting method	21 (100%)	0 (0%)	0 (0%)	0 (0%)
Materials	19 (90%)	1 (4%)	1 (4%)	0 (0%)
Discussion	19 (90%)	2 (9%)	0 (0%)	0 (0%)

The following comments underscore the positive reaction of the panelists:

> *This was a very positive exercise and experience for me. I learned so much from WIDA's professionals, my colleagues and the process during these two quick days. I hope that I've been able to contribute enough to the goals set for this event. Everything was exceptionally well-organized, things went according to plan, and thoughtful details were included that I appreciate. I truly thank you all for this experience.*

> *I want to register that this project is very valuable and I'm honored to be part of it. I think the process was well designed and resulted in very fruitful conversation. One thing I think might allow for smoother connections between grade bands is having a common standard for everyone to use;*

especially the 1–2 and 3–5 grouping and 6–8 and 9–12 grouping. With that said, I do understand the grade specific approach and think it was very well done.
The work provided before our weekend was very valuable and the trainings assisted in establishing a great baseline and even playing field. It has been an extremely valuable experience to work alongside EAL experts and learn from them.

The conversations during the debriefing between rounds were very helpful and productive. I really enjoyed the standard setting process and would like to do more in the future!

I really enjoyed this process. The body of work method gave the possibility for a greater depth of questioning and judgement, however, I found it harder to make a decision. The act of deciding what a student would not be able to do, versus what they are doing/what they did complicates things. I am still thinking through the implications of that as a classroom teacher, but overall, I think the process was just and accurate across the board.

This was an interesting opportunity to work with other EAL teachers. Having the option to discuss our first impressions and then finalize the scores in round 2 was a helpful process.

Panelists offered some suggestions for improving the process:

I would have liked a slightly more structured format for the discussion, but as it was, our group did have discussions that felt very productive. Additionally, I would have loved to have the listening test questions read aloud as that was a very helpful way for me to think through what a student would be able to answer.

Having a print out of the story script for the writing section would be sooooo helpful so that we could have a reference for what words the students could read on the paper, what words they heard in the story, and what words they produced independently.

Re: discussion, I found myself kind of stepping back in the discussions on the second day. I was a little overwhelmed by people talking over each other. People were not being disrespectful, it was just too much for me to listen to, consider, and then be able to jump in to talk over people to respond. So for those of us who are less likely to be as forceful about being heard, I think having a discussion or turn-taking protocol would be helpful. I felt like I did not share as much in the discussions on the second day.

It would have been helpful to have the printed script of the story the students are read in the writing section. This would allow us to see what vocabulary and sentence structures they were introduced to.
It would be helpful to change the wording on the bookmarks; rather than saying A1/A2 for example, say "the point at which less than 50% of minimally qualified A2 students would be likely to get the question correct."

I would suggest that the panelists receive more information and student samples prior to such a study, so they can better prepare for rating student work.

For listening, it might have been helpful to actually listen to the passages and questions rather than reading them, as I think it would have helped us to process it better from the point of view of the students.

For writing and somewhat on speaking, it was difficult because I felt like some of the prompts (definitely the writing prompt but also some of the speaking prompts) didn't elicit the level of language complexity that are characteristic of the higher proficiency levels, so I found myself having to make some inferences and assumptions about how those students might handle more authentic, complex, academic tasks.

Finally, there was a great deal of concern regarding the Speaking results presented during the meeting, especially in the grade 2 group. Note that the final approach taken to establishing the Speaking cuts as described above addressed many, though not all, of these concerns. Specifically, the cuts do not allow for students in grades 1–2 to demonstrate B2 level.

The speaking impact data doesn't seem right at all. I can't understand what the WIDA scale score is of a student who successfully completes all the speaking tasks. We decided that a student who was able to successfully complete the final speaking task would need B2 language. And based on our experience, we strongly believe that we encounter a significant number of students who are able to complete the final speaking task and therefore demonstrate a B2 speaking level. However, the impact data shows the [sic] NO students were able to demonstrate a B2 level. So does that mean that no students were able to successfully complete all of the speaking tasks? That just does not seem at all reflective of our student populations. So my question is, if a student can successful [sic] complete all items on the speaking, then their scale scores should fall into the B2 level, correct? Basically, a student should be able to reach a scale score that falls on the B2 side of the B1/B2 cutoff. There seems to be some sort of issue in the data/difficulty scores/formulas for impact data…something, because this just doesn't make sense.

I'm struggling to understand the scoring of the Speaking test. The speaking scale score only goes to 389, but the last two tasks have a difficulty level above this. B2 speakers exist in the grade 1–2 band and that is not being reflected currently. Why do we have a max scale score so far below what we are asking students to do?

We felt like there was a glitch in the speaking results—as there were no students showing in the B2 CEFR band.

Summary and Conclusion

The purpose of this study was to link scale scores on MODEL to the Common European Framework of Reference (CEFR) levels. Specifically, standard-setting procedures were used to identify the minimum test scores needed to reach the pre-A1, A1, A2, B1, B2, and C1 levels of the CEFR. A bookmarking method was applied to the listening, reading, and speaking domain tests, and a body of work method was applied to the writing test.

The findings from the study to link MODEL scores to CEFR levels provide valuable information about how to interpret test scores. The findings resulting from informed educator judgements indicate that MODEL scores may be interpreted as representing performances from the pre-A1 through C1 levels on CEFR, with variation in the findings based on both domain test and grade-level cluster. A high-level summary of the findings indicates that:

- The MODEL Listening test measures from Pre-A1 to B2 in grades 1–5 and from Pre-A1 to C1 in grades 6–12.
- The MODEL Reading test measures from Pre-A1 to B1 in grades 1–2, from Pre-A1 to B2 in grades 3–5, and from Pre-A1 to C1 in grades 6–12.
- The MODEL Speaking test measures from Pre-A1 to B1 in grades 1–2, from Pre-A1 to B2 in grades 3–8, and from Pre-A1 to C1 in grades 9–12.
- The MODEL Writing test measures from Pre-A1 to B2 in grades 1–5 and from Pre-A1 to C1 in grades 6–12.

These findings will help MODEL users understand what test scores (scale scores) mean in terms of CEFR levels.

Survey results from the panelists indicate that they had confidence in the study methods and findings. When panelists struggled to interpret the findings for the Speaking domain impact data, we took steps to handle the data anomalies and provide findings that were grounded in panelist judgements. Overall, the study findings provide evidence of the meaningfulness of MODEL test scores and their usefulness in making decisions about students, particularly in the international school context for students in grades 1–12.

WIDA would like to thank both staff at the host school and all the panelists for their contributions to this study. The host school, SEK-El Castillo in Villafranca del Castillo, Spain, was a wonderful partner. The school facilities and hospitality of the school staff were ideal and provided an appropriate environment for a complex meeting. The educators who traveled to Spain to serve as panelists were a pleasure to work with. WIDA is grateful for their time and efforts in sharing their experience and knowledge of young multilingual learners and the CEFR. We would not have been able to conduct this study without the panelists or the host school.

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Appendix A: Collated CEFR Descriptors

Grade 2 Listening

Level	Descriptor
Pre-A1	Can deduce the meaning of a word/sign from an accompanying picture or icon.
Pre-A1	Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.
Pre-A1	Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.
Pre-A1	Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
Pre-A1	Can understand simple questions that directly concern them (e.g. name, age and address), if the person is asking slowly and clearly.
Pre-A1	Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated.
Pre-A1	Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.
Pre-A1	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.
Pre-A1	Can recognise words/signs, names and numbers that they already know in simple, short recordings, provided these are delivered very slowly and clearly.
A1	Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.
A1	Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, 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.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them clearly and slowly, with repetition, by a sympathetic interlocutor.
A1	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.
A1	Can understand instructions addressed carefully and slowly to them and follow short, simple directions.
A1	Can understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment.

A1	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.
A1	Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear and that there are long pauses from time to time.
A1	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
A1	Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.
A1	Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.
A2	Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.
A2	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 their own accord.
A2	Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the interlocutor can take the trouble.
A2	Can catch the main point in short, clear, simple messages and announcements.
A2	Can understand simple directions on how to get from X to Y, by foot or public transport.
A2	Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.
A2	Can follow a very simple, well-structured presentation or demonstration, provided it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition, and the topic is familiar.
A2	Can understand the outline of simple information given in a predictable situation, such as on a guided tour (e.g. "This is where the President lives").
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
A2	Can extract important information from short broadcasts (e.g. the weather forecast, concert announcements, sports results), provided people talk clearly.
A2	Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
A2	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
B1	Can watch or listen to a short narrative and predict what will happen next.
B1	Can follow a line of argumentation 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).
B1	Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and

	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).
B1	Can follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.
B1	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.
B1	Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within their field, understanding explanations given.
B1	Can understand the main points of what is said in a straightforward monologue (e.g. a guided tour), provided the delivery is clear and relatively slow.
B1	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
B1	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear.
B1	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.
B2	Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.
B2	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.
B2	Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety at normal speed.
B2	Can understand detailed instructions well enough to be able to follow them successfully.
B2	Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.
B2	Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.
B2	Can recognise the point of view expressed and distinguish this from facts being reporting.
B2	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.
B2	Can with some effort catch much of what is said around them, but may find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way.
B2	Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.

B2	Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote.

Grade 2 Reading

Level	Descriptor
Pre-A1	Can deduce the meaning of a word/sign from an accompanying picture or icon.
Pre-A1	Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.
Pre-A1	Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.
Pre-A1	Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc.
Pre-A1	Can find information about places, times and prices on posters, flyers and notices.
Pre-A1	Can understand very short, simple, instructions used in familiar everyday contexts (e.g. "No parking", "No food or drink"), especially if there are illustrations.
A1	Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
A1	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.
A1	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.
A1	Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.
A1	Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts).
A1	Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).
A1	Can follow short, simple directions (e.g. to go from X to Y).
A2	Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.
A2	Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A2	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.
A2	Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).
A2	Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).
A2	Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.
A2	Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.

A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
A2	Can locate specific information in lists and isolate the information required (e.g. use the Yellow Pages to find a service or tradesman).
A2	Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A2	Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A2	Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text.
A2	Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals" or "Do not take if driving").
A2	Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.
B1	Can make basic inferences or predictions about text content from headings, titles or headlines.
B1	Can follow a line of argumentation 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).
B1	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
B1	Can recognise significant points in straightforward news articles on familiar subjects.
B1	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.
B1	Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.
B1	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
B1	Can assess whether an article, report or review is on the required topic.
B1	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.
B1	Can understand clearly expressed, straightforward instructions for a piece of equipment.
B1	Can follow simple instructions given on packaging (e.g. cooking instructions).
B1	Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).

Grade 2 Speaking

Level	Descriptor
Pre-A1	Can use isolated words/signs and basic expressions in order to give simple information about themselves.
Pre-A1	Can employ very simple principles of word/sign order in short statements.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).
Pre-A1	Can communicate very basic information about personal details in a simple way.
Pre-A1	Can describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance.
Pre-A1	Can express how they are feeling using simple adjectives like "happy" or "tired", accompanied by body language.
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, 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.
A1	Can produce simple, mainly isolated phrases about people and places.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
A1	Can describe themselves, what they do and where they live.
A1	Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.
A1	Can name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance.
A1	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
A2	Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A2	Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).
A2	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc.
A2	Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
A2	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 their own accord.
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.
A2	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
A2	Can describe their family, living conditions, educational background, present or most recent job.
A2	Can describe people, places and possessions in simple terms.
A2	Can express what they are good at and not so good at (e.g. sports, games, skills, subjects).
A2	Can briefly describe what they plan to do at the weekend or during the holidays.
A2	Can give simple directions on how to get from X to Y, using basic expressions such as "turn right" and "go straight" along with sequential connectors such as "first", "then" and "next".
A2	Can present their opinion in simple terms, provided interlocutors are patient.
A2	Can control a narrow repertoire dealing with concrete, everyday needs.
A2	Has sufficient vocabulary for the expression of basic communicative needs.
A2	Has sufficient vocabulary for coping with simple survival needs.
B1	Has enough language to get by, with sufficient vocabulary to express themselves 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.
B1	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and 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).
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
B1	Can convey simple, straightforward information of immediate relevance, getting across the point they feel is most important.
B1	Can express the main point they want to make comprehensibly.
B1	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Can give detailed accounts of experiences, describing feelings and reactions.

B1	Can relate details of unpredictable occurrences, e.g. an accident.
B1	Can relate the plot of a book or film and describe their reactions.
B1	Can describe dreams, hopes and ambitions.
B1	Can describe events, real or imagined.
B1	Can narrate a story.
B1	Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.
B1	Can express opinions on subjects relating to everyday life, using simple expressions.
B1	Can briefly give reasons and explanations for opinions, plans and actions.
B1	Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.
B1	Shows awareness of the conventional structure of the text type concerned when communicating their ideas.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
B1	Uses a wide range of simple vocabulary appropriately when discussing familiar topics.
B1	Has a good range of vocabulary related to familiar topics and everyday situations.
B1	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
B2	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B2	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B2	Can pass on detailed information reliably.
B2	Can communicate the essential points even in more demanding situations, though their language lacks expressive power and idiomaticity.
B2	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest.
B2	Can describe the personal significance of events and experiences in detail.
B2	Can give a clear, detailed description of how to carry out a procedure.
B2	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B2	Can follow the conventional structure of the communicative task concerned when communicating their ideas.

B2	Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.
B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
B2	Can evaluate the advantages and disadvantages of various options.
B2	Can clearly signal the difference between fact and opinion.
B2	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.
B2	Has a good range of vocabulary for matters connected to their field and most general topics.
B2	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B2	Can produce appropriate collocations of many words/signs in most contexts fairly systematically.

Grade 2 Writing

Level	Descriptor
Pre-A1	Can employ very simple principles of word/sign order in short statements.
Pre-A1	Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.
Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.
Pre-A1	Can communicate very basic information about personal details in a simple way.
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
A1	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.
A1	Can describe in very simple language what a room looks like.
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.
A1	Can use some basic structures in one-clause sentences with some omission or reduction of elements.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
A1	Can ask for or pass on personal details.
A1	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.
A1	Can produce simple isolated phrases and sentences.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
A1	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
A2	Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A2	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.
A2	Can create short, simple imaginary biographies and simple poems about people.
A2	Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and", "but" and "because".
A2	Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A2	Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).
A2	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc.

A2	Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
A2	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
A2	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
A2	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
A2	Can produce simple texts on familiar subjects of interest, linking sentences with connectors like "and", "because" or "then".
A2	Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
A2	Can control a narrow repertoire dealing with concrete, everyday needs.
A2	Has sufficient vocabulary for the expression of basic communicative needs.
A2	Has sufficient vocabulary for coping with simple survival needs.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
B1	Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.
B1	Can make simple, logical paragraph breaks in a longer text.
B1	Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.
B1	Can give accounts of experiences, describing feelings and reactions in simple, connected text.
B1	Can give a description of an event, a recent trip – real or imagined.
B1	Can narrate a story.
B1	Has enough language to get by, with sufficient vocabulary to express themselves 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.
B1	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
B1	Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.
B1	Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.
B1	Can convey simple, straightforward information of immediate relevance, getting across the point they feel is most important.
B1	Can express the main point they want to make comprehensibly.
B1	Can produce very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.

B1	Can present a topic in a short report or poster, using photographs and short blocks of text.
B1	Shows awareness of the conventional structure of the text type concerned when communicating their ideas.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
B1	Uses a wide range of simple vocabulary appropriately when discussing familiar topics.
B1	Has a good range of vocabulary related to familiar topics and everyday situations.
B1	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
B2	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B2	Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices.
B2	Can structure longer texts in clear, logical paragraphs.
B2	Can give clear, detailed descriptions on a variety of subjects related to their field of interest.
B2	Can give a review of a film, book or play.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B2	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B2	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
B2	Can pass on detailed information reliably.
B2	Can communicate the essential points even in more demanding situations, though their language lacks expressive power and idiomaticity.
B2	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
B2	Can synthesise information and arguments from a number of sources.
B2	Can follow the conventional structure of the communicative task concerned when communicating their ideas.
B2	Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.
B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
B2	Can evaluate the advantages and disadvantages of various options.
B2	Can clearly signal the difference between fact and opinion.

B2	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.
B2	Has a good range of vocabulary for matters connected to their field and most general topics.
B2	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B2	Can produce appropriate collocations of many words/signs in most contexts fairly systematically.

Grade 5 Listening

Level	Descriptor
Pre-A1	Can deduce the meaning of a word/sign from an accompanying picture or icon.
Pre-A1	Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.
Pre-A1	Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.
Pre-A1	Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
Pre-A1	Can understand simple questions that directly concern them (e.g. name, age and address), if the person is asking slowly and clearly.
Pre-A1	Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated.
Pre-A1	Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.
Pre-A1	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.
Pre-A1	Can recognise words/signs, names and numbers that they already know in simple, short recordings, provided these are delivered very slowly and clearly.
A1	Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.
A1	Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, 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.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them clearly and slowly, with repetition, by a sympathetic interlocutor.
A1	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.
A1	Can understand instructions addressed carefully and slowly to them and follow short, simple directions.
A1	Can understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment.
A1	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.

A1	Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear and that there are long pauses from time to time.
A1	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
A1	Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.
A1	Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.
A2	Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.
A2	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 their own accord.
A2	Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the interlocutor can take the trouble.
A2	Can catch the main point in short, clear, simple messages and announcements.
A2	Can understand simple directions on how to get from X to Y, by foot or public transport.
A2	Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.
A2	Can follow a very simple, well-structured presentation or demonstration, provided it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition, and the topic is familiar.
A2	Can understand the outline of simple information given in a predictable situation, such as on a guided tour (e.g. "This is where the President lives").
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
A2	Can extract important information from short broadcasts (e.g. the weather forecast, concert announcements, sports results), provided people talk clearly.
A2	Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
A2	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
B1	Can watch or listen to a short narrative and predict what will happen next.
B1	Can follow a line of argumentation 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).
B1	Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and 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).
B1	Can follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.
B1	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.
B1	Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within their field, understanding explanations given.
B1	Can understand the main points of what is said in a straightforward monologue (e.g. a guided tour), provided the delivery is clear and relatively slow.
B1	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
B1	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear.
B1	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.
B2	Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.
B2	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.
B2	Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety at normal speed.
B2	Can understand detailed instructions well enough to be able to follow them successfully.
B2	Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.
B2	Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.
B2	Can recognise the point of view expressed and distinguish this from facts being reporting.
B2	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.
B2	Can with some effort catch much of what is said around them, but may find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way.
B2	Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.

B2	Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote.

Grade 5 Reading

Level	Descriptor
Pre-A1	Can deduce the meaning of a word/sign from an accompanying picture or icon.
Pre-A1	Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.
Pre-A1	Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.
Pre-A1	Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc.
Pre-A1	Can find information about places, times and prices on posters, flyers and notices.
Pre-A1	Can understand very short, simple, instructions used in familiar everyday contexts (e.g. "No parking", "No food or drink"), especially if there are illustrations.
A1	Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
A1	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.
A1	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.
A1	Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.
A1	Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts).
A1	Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).
A1	Can follow short, simple directions (e.g. to go from X to Y).
A2	Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.
A2	Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A2	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.
A2	Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).
A2	Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).
A2	Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.
A2	Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.

A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
A2	Can locate specific information in lists and isolate the information required (e.g. use the Yellow Pages to find a service or tradesman).
A2	Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A2	Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A2	Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text.
A2	Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals" or "Do not take if driving").
A2	Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.
B1	Can make basic inferences or predictions about text content from headings, titles or headlines.
B1	Can follow a line of argumentation 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).
B1	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
B1	Can recognise significant points in straightforward news articles on familiar subjects.
B1	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.
B1	Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.
B1	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
B1	Can assess whether an article, report or review is on the required topic.
B1	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.
B1	Can understand clearly expressed, straightforward instructions for a piece of equipment.
B1	Can follow simple instructions given on packaging (e.g. cooking instructions).
B1	Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).
B2	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.
B2	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.
B2	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.

B2	Can recognise when a text provides factual information and when it seeks to convince readers of something.
B2	Can recognise different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships.
B2	Can scan quickly through long and complex texts, locating relevant details.
B2	Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.

Grade 5 Speaking

Level	Descriptor
Pre-A1	Can use isolated words/signs and basic expressions in order to give simple information about themselves.
Pre-A1	Can employ very simple principles of word/sign order in short statements.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).
Pre-A1	Can communicate very basic information about personal details in a simple way.
Pre-A1	Can describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance.
Pre-A1	Can express how they are feeling using simple adjectives like "happy" or "tired", accompanied by body language.
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, 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.
A1	Can produce simple, mainly isolated phrases about people and places.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
A1	Can describe themselves, what they do and where they live.
A1	Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.
A1	Can name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance.
A1	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
A2	Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A2	Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).
A2	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc.
A2	Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
A2	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 their own accord.
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.
A2	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
A2	Can describe their family, living conditions, educational background, present or most recent job.
A2	Can describe people, places and possessions in simple terms.
A2	Can express what they are good at and not so good at (e.g. sports, games, skills, subjects).
A2	Can briefly describe what they plan to do at the weekend or during the holidays.
A2	Can give simple directions on how to get from X to Y, using basic expressions such as "turn right" and "go straight" along with sequential connectors such as "first", "then" and "next".
A2	Can present their opinion in simple terms, provided interlocutors are patient.
A2	Can control a narrow repertoire dealing with concrete, everyday needs.
A2	Has sufficient vocabulary for the expression of basic communicative needs.
A2	Has sufficient vocabulary for coping with simple survival needs.
B1	Has enough language to get by, with sufficient vocabulary to express themselves 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.
B1	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and 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).
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
B1	Can convey simple, straightforward information of immediate relevance, getting across the point they feel is most important.
B1	Can express the main point they want to make comprehensibly.
B1	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Can give detailed accounts of experiences, describing feelings and reactions.

B1	Can relate details of unpredictable occurrences, e.g. an accident.
B1	Can relate the plot of a book or film and describe their reactions.
B1	Can describe dreams, hopes and ambitions.
B1	Can describe events, real or imagined.
B1	Can narrate a story.
B1	Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.
B1	Can express opinions on subjects relating to everyday life, using simple expressions.
B1	Can briefly give reasons and explanations for opinions, plans and actions.
B1	Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.
B1	Shows awareness of the conventional structure of the text type concerned when communicating their ideas.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
B1	Uses a wide range of simple vocabulary appropriately when discussing familiar topics.
B1	Has a good range of vocabulary related to familiar topics and everyday situations.
B1	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
B2	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B2	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B2	Can pass on detailed information reliably.
B2	Can communicate the essential points even in more demanding situations, though their language lacks expressive power and idiomaticity.
B2	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest.
B2	Can describe the personal significance of events and experiences in detail.
B2	Can give a clear, detailed description of how to carry out a procedure.
B2	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B2	Can follow the conventional structure of the communicative task concerned when communicating their ideas.

B2	Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.
B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
B2	Can evaluate the advantages and disadvantages of various options.
B2	Can clearly signal the difference between fact and opinion.
B2	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.
B2	Has a good range of vocabulary for matters connected to their field and most general topics.
B2	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B2	Can produce appropriate collocations of many words/signs in most contexts fairly systematically.

Grade 5 Writing

Level	Descriptor
Pre-A1	Can employ very simple principles of word/sign order in short statements.
Pre-A1	Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.
Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.
Pre-A1	Can communicate very basic information about personal details in a simple way.
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
A1	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.
A1	Can describe in very simple language what a room looks like.
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.
A1	Can use some basic structures in one-clause sentences with some omission or reduction of elements.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
A1	Can ask for or pass on personal details.
A1	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.
A1	Can produce simple isolated phrases and sentences.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
A1	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
A2	Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A2	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.
A2	Can create short, simple imaginary biographies and simple poems about people.
A2	Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and", "but" and "because".
A2	Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A2	Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).
A2	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc.

A2	Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
A2	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
A2	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
A2	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
A2	Can produce simple texts on familiar subjects of interest, linking sentences with connectors like "and", "because" or "then".
A2	Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
A2	Can control a narrow repertoire dealing with concrete, everyday needs.
A2	Has sufficient vocabulary for the expression of basic communicative needs.
A2	Has sufficient vocabulary for coping with simple survival needs.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
B1	Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.
B1	Can make simple, logical paragraph breaks in a longer text.
B1	Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.
B1	Can give accounts of experiences, describing feelings and reactions in simple, connected text.
B1	Can give a description of an event, a recent trip – real or imagined.
B1	Can narrate a story.
B1	Has enough language to get by, with sufficient vocabulary to express themselves 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.
B1	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
B1	Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.
B1	Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.
B1	Can convey simple, straightforward information of immediate relevance, getting across the point they feel is most important.
B1	Can express the main point they want to make comprehensibly.
B1	Can produce very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.

B1	Can present a topic in a short report or poster, using photographs and short blocks of text.
B1	Shows awareness of the conventional structure of the text type concerned when communicating their ideas.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
B1	Uses a wide range of simple vocabulary appropriately when discussing familiar topics.
B1	Has a good range of vocabulary related to familiar topics and everyday situations.
B1	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
B2	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B2	Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices.
B2	Can structure longer texts in clear, logical paragraphs.
B2	Can give clear, detailed descriptions on a variety of subjects related to their field of interest.
B2	Can give a review of a film, book or play.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B2	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B2	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
B2	Can pass on detailed information reliably.
B2	Can communicate the essential points even in more demanding situations, though their language lacks expressive power and idiomaticity.
B2	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
B2	Can synthesise information and arguments from a number of sources.
B2	Can follow the conventional structure of the communicative task concerned when communicating their ideas.
B2	Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.
B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
B2	Can evaluate the advantages and disadvantages of various options.
B2	Can clearly signal the difference between fact and opinion.

B2	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.
B2	Has a good range of vocabulary for matters connected to their field and most general topics.
B2	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B2	Can produce appropriate collocations of many words/signs in most contexts fairly systematically.

Grades 8 and 10 Listening

Level	Descriptor
Pre-A1	Can deduce the meaning of a word/sign from an accompanying picture or icon.
Pre-A1	Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.
Pre-A1	Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.
Pre-A1	Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
Pre-A1	Can understand simple questions that directly concern them (e.g. name, age and address), if the person is asking slowly and clearly.
Pre-A1	Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated.
Pre-A1	Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.
Pre-A1	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.
Pre-A1	Can recognise words/signs, names and numbers that they already know in simple, short recordings, provided these are delivered very slowly and clearly.
A1	Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.
A1	Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, 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.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them clearly and slowly, with repetition, by a sympathetic interlocutor.
A1	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.
A1	Can understand instructions addressed carefully and slowly to them and follow short, simple directions.
A1	Can understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment.
A1	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.

A1	Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear and that there are long pauses from time to time.
A1	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
A1	Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.
A1	Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.
A2	Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.
A2	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 people articulate clearly and slowly.
A2	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 their own accord.
A2	Can catch the main point in short, clear, simple messages and announcements.
A2	Can understand simple directions on how to get from X to Y, by foot or public transport.
A2	Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.
A2	Can follow a very simple, well-structured presentation or demonstration, provided it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition, and the topic is familiar.
A2	Can understand the outline of simple information given in a predictable situation, such as on a guided tour (e.g. "This is where the President lives").
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
A2	Can extract important information from short broadcasts (e.g. the weather forecast, concert announcements, sports results), provided people talk clearly.
A2	Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
A2	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
B1	Can watch or listen to a short narrative and predict what will happen next.
B1	Can follow a line of argumentation 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).
B1	Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and 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).

B1	Can follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.
B1	Can understand simple technical information, such as operating instructions for everyday equipment.
B1	Can follow detailed directions.
B1	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.
B1	Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within their field, understanding explanations given.
B1	Can understand the main points of what is said in a straightforward monologue (e.g. a guided tour), provided the delivery is clear and relatively slow.
B1	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
B1	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear.
B1	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.
B2	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.
B2	Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.
B2	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.
B2	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.
B2	Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety at normal speed.
B2	Can understand detailed instructions well enough to be able to follow them successfully.
B2	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.
B2	Can with some effort catch much of what is said around them, but may find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way.
B2	Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.
B2	Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote.
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

C1	Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
C1	Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
C1	Can express themselves 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.
C1	Can understand an interlocutor in detail on abstract and complex topics of a specialist nature beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.
C1	Can follow most lectures, discussions and debates with relative ease.
C1	Can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people.
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics.
C1	Can identify the attitude of each participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar.

Grades 8 and 10 Reading

Level	Descriptor
Pre-A1	Can deduce the meaning of a word/sign from an accompanying picture or icon.
Pre-A1	Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.
Pre-A1	Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.
Pre-A1	Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc.
Pre-A1	Can find information about places, times and prices on posters, flyers and notices.
Pre-A1	Can understand very short, simple, instructions used in familiar everyday contexts (e.g. "No parking", "No food or drink"), especially if there are illustrations.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
A1	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.
A1	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.
A1	Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.
A1	Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts).
A1	Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).
A1	Can follow short, simple directions (e.g. to go from X to Y).
A2	Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.
A2	Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A2	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.
A2	Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).
A2	Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).
A2	Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.
A2	Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.

A2	Can locate specific information in lists and isolate the information required (e.g. use the Yellow Pages to find a service or tradesman).
A2	Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A2	Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A2	Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text.
A2	Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals" or "Do not take if driving").
A2	Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.
B1	Can make basic inferences or predictions about text content from headings, titles or headlines.
B1	Can follow a line of argumentation 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).
B1	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
B1	Can recognise significant points in straightforward news articles on familiar subjects.
B1	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.
B1	Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.
B1	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
B1	Can assess whether an article, report or review is on the required topic.
B1	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.
B1	Can understand clearly expressed, straightforward instructions for a piece of equipment.
B1	Can follow simple instructions given on packaging (e.g. cooking instructions).
B1	Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).
B2	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.
B2	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.
B2	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.
B2	Can recognise when a text provides factual information and when it seeks to convince readers of something.
B2	Can recognise different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships.

B2	Can scan quickly through long and complex texts, locating relevant details.
B2	Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
C1	Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.
C1	Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.
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.

Grades 8 and 10 Speaking

Level	Descriptor
Pre-A1	Can use isolated words/signs and basic expressions in order to give simple information about themselves.
Pre-A1	Can employ very simple principles of word/sign order in short statements.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).
Pre-A1	Can communicate very basic information about personal details in a simple way.
Pre-A1	Can describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance.
Pre-A1	Can express how they are feeling using simple adjectives like "happy" or "tired", accompanied by body language.
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, 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.
A1	Can produce simple, mainly isolated phrases about people and places.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
A1	Can describe themselves, what they do and where they live.
A1	Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.
A1	Can name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance.
A1	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
A2	Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A2	Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).
A2	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc.
A2	Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
A2	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 their own accord.
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.
A2	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
A2	Can describe their family, living conditions, educational background, present or most recent job.
A2	Can describe people, places and possessions in simple terms.
A2	Can express what they are good at and not so good at (e.g. sports, games, skills, subjects).
A2	Can briefly describe what they plan to do at the weekend or during the holidays.
A2	Can give simple directions on how to get from X to Y, using basic expressions such as "turn right" and "go straight" along with sequential connectors such as "first", "then" and "next".
A2	Can present their opinion in simple terms, provided interlocutors are patient.
A2	Can control a narrow repertoire dealing with concrete, everyday needs.
A2	Has sufficient vocabulary for the expression of basic communicative needs.
A2	Has sufficient vocabulary for coping with simple survival needs.
B1	Has enough language to get by, with sufficient vocabulary to express themselves 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.
B1	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and 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).
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
B1	Can convey simple, straightforward information of immediate relevance, getting across the point they feel is most important.
B1	Can express the main point they want to make comprehensibly.
B1	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Can give detailed accounts of experiences, describing feelings and reactions.
B1	Can relate details of unpredictable occurrences, e.g. an accident.
B1	Can relate the plot of a book or film and describe their reactions.
B1	Can describe dreams, hopes and ambitions.
B1	Can describe events, real or imagined.
B1	Can narrate a story.

B1	Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.
B1	Can express opinions on subjects relating to everyday life, using simple expressions.
B1	Can briefly give reasons and explanations for opinions, plans and actions.
B1	Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.
B1	Shows awareness of the conventional structure of the text type concerned when communicating their ideas.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
B1	Uses a wide range of simple vocabulary appropriately when discussing familiar topics.
B1	Has a good range of vocabulary related to familiar topics and everyday situations.
B1	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
B2	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B2	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B2	Can pass on detailed information reliably.
B2	Can communicate the essential points even in more demanding situations, though their language lacks expressive power and idiomaticity.
B2	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest.
B2	Can describe the personal significance of events and experiences in detail.
B2	Can communicate detailed information reliably.
B2	Can give a clear, detailed description of how to carry out a procedure.
B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
B2	Can construct a chain of reasoned argument.
B2	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B2	Can follow the conventional structure of the communicative task concerned when communicating their ideas.

B2	Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.
B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
B2	Can evaluate the advantages and disadvantages of various options.
B2	Can clearly signal the difference between fact and opinion.
B2	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.
B2	Has a good range of vocabulary for matters connected to their field and most general topics.
B2	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B2	Can produce appropriate collocations of many words/signs in most contexts fairly systematically.
C1	Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.
C1	Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say.
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.
C1	Can make effective use of linguistic modality to signal the strength of a claim, an argument or a position.
C1	Can give clear, detailed descriptions of complex subjects.
C1	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding them off with an appropriate conclusion.
C1	Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.
C1	Can give instructions on carrying out a series of complex professional or academic procedures.
C1	Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.
C1	Uses less common vocabulary idiomatically and appropriately.
C1	Occasional minor slips, but no significant vocabulary errors.
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.
C1	Can select from several vocabulary options in almost all situations by exploiting synonyms of even words/signs less commonly encountered.
C1	Has a good command of common idiomatic expressions and colloquialisms; can play with words/signs fairly well.

Grades 8 and 10 Writing

Level	Descriptor
Pre-A1	Can employ very simple principles of word/sign order in short statements.
Pre-A1	Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.
Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.
Pre-A1	Can communicate very basic information about personal details in a simple way.
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
A1	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.
A1	Can describe in very simple language what a room looks like.
A1	Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.
A1	Can use some basic structures in one-clause sentences with some omission or reduction of elements.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
A1	Can ask for or pass on personal details.
A1	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.
A1	Can produce simple isolated phrases and sentences.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
A1	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
A2	Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A2	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.
A2	Can create short, simple imaginary biographies and simple poems about people.
A2	Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and", "but" and "because".
A2	Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A2	Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).
A2	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc.
A2	Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
A2	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
A2	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
A2	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
A2	Can produce simple texts on familiar subjects of interest, linking sentences with connectors like "and", "because" or "then".
A2	Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
A2	Can control a narrow repertoire dealing with concrete, everyday needs.
A2	Has sufficient vocabulary for the expression of basic communicative needs.
A2	Has sufficient vocabulary for coping with simple survival needs.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
B1	Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.
B1	Can make simple, logical paragraph breaks in a longer text.
B1	Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.
B1	Can give accounts of experiences, describing feelings and reactions in simple, connected text.
B1	Can give a description of an event, a recent trip – real or imagined.
B1	Can narrate a story.
B1	Has enough language to get by, with sufficient vocabulary to express themselves 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.
B1	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
B1	Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.
B1	Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.
B1	Can convey simple, straightforward information of immediate relevance, getting across the point they feel is most important.
B1	Can express the main point they want to make comprehensibly.
B1	Can produce very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.
B1	Can present a topic in a short report or poster, using photographs and short blocks of text.
B1	Shows awareness of the conventional structure of the text type concerned when communicating their ideas.

B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
B1	Uses a wide range of simple vocabulary appropriately when discussing familiar topics.
B1	Has a good range of vocabulary related to familiar topics and everyday situations.
B1	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
B2	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B2	Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices.
B2	Can structure longer texts in clear, logical paragraphs.
B2	Can give clear, detailed descriptions on a variety of subjects related to their field of interest.
B2	Can give a review of a film, book or play.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B2	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B2	Can express news and views effectively in writing, and relate to those of others.
B2	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
B2	Can pass on detailed information reliably.
B2	Can communicate the essential points even in more demanding situations, though their language lacks expressive power and idiomaticity.
B2	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
B2	Can synthesise information and arguments from a number of sources.
B2	Can follow the conventional structure of the communicative task concerned when communicating their ideas.
B2	Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.
B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
B2	Can evaluate the advantages and disadvantages of various options.
B2	Can clearly signal the difference between fact and opinion.
B2	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.
B2	Has a good range of vocabulary for matters connected to their field and most general topics.

B2	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B2	Can produce appropriate collocations of many words/signs in most contexts fairly systematically.
C1	Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices.
C1	Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.
C1	Can produce clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
C1	Can incorporate idiom and humour, though use of the latter is not always appropriate.
C1	Can give a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.
C1	Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.
C1	Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say.
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
C1	Can express themselves with clarity and precision, relating to the addressee flexibly and effectively.
C1	Can produce 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.
C1	Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.
C1	Can make effective use of linguistic modality to signal the strength of a claim, an argument or a position.
C1	Can produce clear, well-structured expositions of complex subjects, underlining the relevant salient issues.
C1	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
C1	Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.
C1	Can expand and support the main points at some length with subsidiary points, reasons and relevant examples.
C1	Uses less common vocabulary idiomatically and appropriately.
C1	Occasional minor slips, but no significant vocabulary errors.
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.
C1	Can select from several vocabulary options in almost all situations by exploiting synonyms of even words/signs less commonly encountered.
C1	Has a good command of common idiomatic expressions and colloquialisms; can play with words/signs fairly well.

Appendix B: Study Agenda

MODEL CEFR Linking Study
January 27-29, 2023
SEK El Castillo, Villafranca del Castillo, Spain
Agenda

Friday, January 27

14:00-18:00 Set up at site and dry run (WIDA only)

Saturday, January 28

9:30-9:45 Introductions (whole group)
9:45-11:00 Overview and training (whole group)
11:00-11:15 Break; divide into small groups
11:15-12:00 Discuss reading level descriptors
12:00-12:30 Reading Practice
12:30-1:00 Reading Round 1
1:00-1:15 Discuss Round 1
1:15-1:45 Reading Round 2
1:45-2:00 Impact data
2:00-2:45 Lunch
2:45-3:30 Discuss listening level descriptors
3:30-4:00 Listening Practice
4:00-4:30 Listening Round 1
4:30-4:45 Break
4:45-5:00 Discuss Round 1
5:00-5:30 Listening Round 2
5:30-5:45 Impact data
5:45-6:00 First day debrief (whole group)

Sunday, January 29

9:30-9:45 Recap of Day 1 (whole group)
9:45-10:30 Training for day 2
10:30-10:45 Break
10:45-11:30 Discuss speaking level descriptors
11:30-12:00 Speaking Practice
12:00-1:00 Speaking Round 1
1:00-1:15 Discuss Round 1
1:15-1:45 Speaking Round 2
1:45-2:00 Impact data
2:00-2:45 Lunch
2:45-3:30 Discuss writing level descriptors
3:30-4:00 Writing Practice
4:00-4:30 Writing Round 1
4:30-4:45 Break
4:45-5:00 Discuss Round 1
5:00-5:30 Writing Round 2
5:30-5:45 Impact data
5:45-6:00 Final debrief and conclusion

Research Report