**Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR): A Manual**

**FORMS FOR DESCRIBING AN EXAMINATION**

*Integrated Skills, Mediation, Competences (Forms A15-A22)*

**Form A15: Integrated Skills Combinations**

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| **Integrated Skills Combinations** |  | **Subtest it occurs in** |
| 1. Listening and Note-taking | **🖵** |  |
| 1. Listening and Spoken Production | **🖵** |  |
| 1. Listening and Written Production | **🖵** |  |
| 1. Reading and Note-taking | **🖵** |  |
| 1. Reading and Spoken Production | **🖵** |  |
| 1. Reading and Written Production | **🖵** |  |
| 1. Listening and Reading, plus Note-taking | **🖵** |  |
| 1. Listening and Reading, plus Spoken Production | **🖵** |  |
| 1. Listening and Reading, plus Written Production | **🖵** |  |

Form A16: Integrated Skills

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

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

Form A17: Spoken Mediation

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

Form A18: Written Mediation

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

**Communicative Language Competence**

Form A19: Aspects of Language Competence in Reception

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| **Linguistic Competence** | **Short description and/or reference** |
| 1. What is the range of lexical and grammatical competence that the test takers are expected to be able to handle?   The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference. |  |
| 1. After reading the scale for Linguistic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Socio-linguistic Competence** | **Short description and/or reference** |
| 1. What are the socio-linguistic competences that the test takers are expected to be able to handle: linguistic markers, politeness conventions, register, adequacy, dialect/accent, etc.?   The lists in CEFR 5.2.2 might be of help as a reference. |  |
| 1. After reading the scale for Socio-linguistic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Pragmatic Competence** | **Short description and/or reference** |
| 1. What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences?   The lists in CEFR 5.2.3 might be of help as a reference. |  |
| 1. After reading the scale for Pragmatic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Strategic Competence** | **Short description and/or reference** |
| 1. What are the strategic competences that the test takers are expected to be able to handle?   The discussion in CEFR 4.4.2.4. might be of help as a reference |  |
| 1. After reading the scale for Strategic Competence in Table A3, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |

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| **TABLE A3: RELEVANT QUALITATIVE FACTORS FOR RECEPTION** | | | | |
|  | **LINGUISTIC**  **Edited from General Linguistic Range; Vocabulary Range** | **SOCIO-LINGUISTIC**  **Edited from Socio-linguistic Appropriateness** | **PRAGMATIC**  **Edited from Thematic Development and Propositional Precision** | **STRATEGIC**  **Identifying Cues and Inferring** |
| **C2** | *Can understand a very wide range of language precisely, appreciating emphasis and, differentiation. No signs of comprehension problems.*  *Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.* | *Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.*  *Appreciates fully the socio-linguistic and sociocultural implications of language used by native speakers and can react accordingly.* | *Can understand precisely finer shades of meaning conveyed by a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations).*  *Can understand emphasis and differentiation without ambiguity.* | *As C1.* |
| **C1** | *Has a good command of a broad lexical repertoire.*  *Good command of idiomatic expressions and colloquialisms.* | *Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.*  *Can follow films employing a considerable degree of slang and idiomatic usage.*  *Can understand language effectively for social purposes, including emotional, allusive and joking usage.* | *Can understand elaborate descriptions and narratives, recognising sub-themes, and points of emphasis.*  *Can understand precisely the qualifications in opinions and statements that relate to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc.* | *Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.* |
| **B2** | *Has a sufficient range of language to be able to understand descriptions, viewpoints and arguments on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.* | *Can with some effort keep up with fast and colloquial discussions.* | *Can understand description or narrative, identifying main points from relevant supporting detail and examples.*  *Can understand detailed information reliably.* | *Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.* |
| **B1** | *Has enough language to get by, with sufficient vocabulary to understand most texts on topics such as family, hobbies and interests, work, travel, and current events.* | *Can respond to a wide range of language functions, using their most common exponents in a neutral register.*  *Can recognise salient politeness conventions.*  *Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.* | *Can reasonably accurately understand a straightforward narrative or description that is a linear sequence of points.*  *Can understand the main points in an idea or problem with reasonable precision.* | *Can identify unfamiliar words from the context on topics related to his/her field and interests.*  *Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.* |
| **A2** | *Has a sufficient vocabulary for coping with everyday situations with predictable content and simple survival needs.* | *Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc.* | *Can understand a simple story or description that is a list of points.*  *Can understand a simple and direct exchange of limited information on familiar and routine matters.* | *Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.* |
| **A1** | *Has a very basic range of simple expressions about personal details and needs of a concrete type.* | *Can understand the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.* | *No descriptor available.* | *No descriptor available.* |

Form A20: Aspects of Language Competence in Interaction

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| **Linguistic Competence** | **Short description and/or reference** |
| 1. What is the range of lexical and grammatical competence that the test takers are expected to be able to handle?   The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference. |  |
| 1. What is the range of phonological and orthographic competence that the test takers are expected to be able to handle?   The lists in CEFR 5.2.1.4 and 5.2.1.5 might be of help as a reference. |  |
| 1. After reading the scales for Range and Accuracy in Table A4, indicate and justify at which level(s) of the scale the examination should be situated.   The scales for Phonological Control in CEFR 5.2.1.4 and for Orthographic Control in 5.2.1.5 might also be of help as a reference. | Level |
| Justification (incl. reference to documentation) |
| **Socio-linguistic Competence** | **Short description and/or reference** |
| 1. What are the socio-linguistic competences that the test takers are expected to be able to handle: linguistic markers, politeness conventions, register, adequacy, dialect/accent, etc.?   The lists in CEFR 5.2.2 might be of help as a reference. |  |
| 1. After reading the scale for Socio-linguistic Competence in Table A4, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Pragmatic Competence** | **Short description and/or reference** |
| 1. What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences?   The lists in CEFR 5.2.3 might be of help as a reference. |  |
| 1. After reading the scale for Fluency in Table A4, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Strategic Competence** | **Short description and/or reference** |
| 1. What are the interaction strategies that the test takers are expected to be able to handle?   The discussion in CEFR 4.4.3.5 might be of help as a reference. |  |
| 1. After reading the scale for Interaction in Table A4, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |

Form A21: Aspects of Language Competence in Production

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| **Linguistic Competence** | **Short description and/or reference** |
| 1. What is the range of lexical and grammatical competence that the test takers are expected to be able to handle?   The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference. |  |
| 1. What is the range of phonological and orthographic competence that the test takers are expected to be able to handle?   The lists in CEFR 5.2.1.4 and 5.2.1.5 might be of help as a reference. |  |
| 1. After reading the scales for Range and Accuracy in Table A5 indicate and justify at which level(s) of the scale the examination should be situated.   The scales for Phonological Control in  CEFR 5.2.1.4 and for Orthographic Control in 5.2.1.5 might also be of help as a reference. | Level |
| Justification (incl. reference to documentation) |
| **Socio-linguistic Competence** | **Short description and/or reference** |
| 1. What are the socio-linguistic competences that the test takers are expected to be able to handle: linguistic markers, politeness conventions, register, adequacy, dialect/accent, etc.?   The lists in CEFR 5.2.2 might be of help as a reference. |  |
| 1. After reading the scale for Socio-linguistic Competence in Table A5, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Pragmatic Competence** | **Short description and/or reference** |
| 1. What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences?   The lists in CEFR 5.2.3 might be of help as a reference. |  |
| 1. After reading the scale for Pragmatic Competence in Table A5, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Strategic Competence** | **Short description and/or reference** |
| 1. What are the production strategies that the test takers are expected to be able to handle?   The discussion in CEFR 4.4.1.3 might be of help as a reference. |  |
| 1. After reading the scale for Strategic Competence in Table A5, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |

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| **TABLE A4: RELEVANT QUALITATIVE FACTORS FOR SPOKEN INTERACTION** | | | | | |
|  | **LINGUISTIC RANGE**  **Edited from General Linguistic Range; Vocabulary Range, Flexibility** | **LINGUISTIC ACCURACY**  **Edited from Grammatical Accuracy and Vocabulary Control** | **SOCIO-LINGUISTIC**  **Edited from Socio-linguistic Appropriateness** | **FLUENCY**  **Fluency, Flexibility** | **INTERACTION**  **Edited from Turntaking, Cooperating, Asking for Clarification** |
| **C2** | 174-172-94/272 Shows great flexibility reformu­lating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give em­phasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Maintains consistent gram­mati­cal control of complex language, even while atten­tion is otherwise engaged (e.g. in forward planning, in monitoring others’ reactions). | Appreciates fully the socio-linguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and socio-linguistic differences. | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can inter­weave his/her con­tribution into the joint discourse with fully natural turntaking, referencing, allu­sion making etc. |
| **C1** | 175-163 Has a good command of a broad range of language allow­ing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | C177 Consistently maintains a high degree of grammati­cal accu­racy; errors are rare, difficult to spot and generally corrected when they do occur. | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a con­ceptually difficult subject can hinder a natural, smooth flow of language. | Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contri­butions skil­fully to those of other speakers. |
| **B2** | 155 Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much con­spicuous searching for words, using some complex sentence forms to do so. | 94/226-263-220 Shows a relatively high de­gree of grammatical control. Does not make errors which cause misunderstand-ing, and can correct most of his/her mistakes. | Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.  Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. | Can adjust to the changes of direction, style and emphasis normally found in conversation. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses. | Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirm­ing comprehen­sion, inviting others in, etc. |
| **B1** | 183-95/225 Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum­locu­tions on topics such as family, hobbies and interests, work, travel, and current events. | 95/159 Uses reasonably accu­rately a repertoire of frequently used “routines” and patterns asso­ciated with more predictable situations. | Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Is aware of the salient politeness conventions and acts appropriately. | Can exploit a wide range of simple language flexibly to express much of what he/she wants. Can keep going compre­hensi­bly, even though pausing for grammatical and lexical plan­ning and repair is very evident, especially in longer stretches of free produc­tion. | Can initiate, maintain and close simple face-to-face conversa­tion on topics that are familiar or of personal interest. Can re­peat back part of what someone has said to con­firm mutual understand­ing. |
| **A2** | 94/71 -105 & (102-102-94/99) Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to commu­nicate limited information in simple everyday situations. | 94/146 Uses some simple structures correctly, but still systemati­cally makes basic mistakes. | Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc. | Can make him/herself under­stood in very short utterances, even though pauses, false starts and reformulation are very evident. Can expand learned phrases through simple recombinations of their elements. | Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.  Can ask for attention. |
| **A1** | RAN/VOC-RAN-Framework Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | ACC-W Shows only limited grammatical control of a few simple grammatical struc­tures and sentence patterns in a memorised repertoire. | Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc. | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. | Can interact in a simple way but communication is totally de­pendent on repetition, re­phrasing and repair. |

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| **TABLE A5: RELEVANT QUALITATIVE FACTORS FOR PRODUCTION** | | | | | | |
|  | **LINGUISTIC RANGE**  **General Linguistic Range; Vocabulary Range** | **LINGUISTIC ACCURACY**  **Grammatical Accuracy, Vocabulary Control, Phonological Control** | **SOCIO-LINGUISTIC**  **Socio-linguistic Appropriateness** | **PRAGMATIC**  **Fluency, Flexibility** | **PRAGMATIC**  **Thematic Development, Propositional Precision, Coherence and Cohesion** | **STRATEGIC**  **Compensating, Monitoring and Repair** |
| **C2** | 174-172-94/272 Shows great flexibility reformu­lating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give em­phasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Maintains consistent gram­mati­cal control of complex language, even while atten­tion is otherwise engaged (e.g. in forward planning, in monitoring others’ reactions). | Appreciates fully the socio-linguistic and sociocultural implications of language used by native speakers and can react accordingly. | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohe­sive devices. | Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable. |
| C1 | 175-163 Has a good command of a broad range of language allow­ing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | C177 Consistently maintains a high degree of grammati­cal accu­racy; errors are rare, difficult to spot and generally corrected when they do occur. | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a con­ceptually difficult subject can hinder a natural, smooth flow of language. | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisa­tional patterns, con­nectors and cohesive devices. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech. |
| **B2** | 155 Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much con­spicuous searching for words, using some complex sentence forms to do so. | 94/226-263-220 Shows a relatively high de­gree of grammatical control. Does not make errors which cause misun­derstanding, and can correct most of his/her mistakes. | Can express him or herself appropriately in situations and avoid crass errors of formulation. | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses. | Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some “jumpiness” in a long con­tribution. | Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. Can make a note of “favourite mistakes” and consciously monitor speech for it/them. |
| **B1** | 183-95/225 Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum­locu­tions on topics such as family, hobbies and interests, work, travel, and current events. | 95/159 Uses reasonably accu­rately a repertoire of frequently used “routines” and patterns asso­ciated with more predictable situations. | *No descriptor available* | Can exploit a wide range of simple language flexibly to express much of what he/she wants. Can keep going compre­hensi­bly, even though pausing for grammatical and lexical plan­ning and repair is very evident, especially in longer stretches of free produc­tion. | Can link a series of shorter, discrete simple elements in order to reasonably fluently relate a straightforward narrative or description as a linear sequence of points. | Can use a simple word meaning something similar to the concept he/she wants to convey and invites “correction”. Can start again using a different tactic when communication breaks down. |
| **A2** | 94/71 -105 & (102-102-94/99) Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to commu­nicate limited information in simple everyday situations. | 94/146 Uses some simple structures correctly, but still systemati­cally makes basic mistakes. | *No descriptor available* | Can make him/herself under­stood in very short utterances, even though pauses, false starts and reformulation are very evident. Can expand learned phrases through simple recombinations of their elements. | Can link groups of words with simple connectors like “and”, “but” and “because”. | *No descriptor available* |
| **A1** | RAN/VOC-RAN-Framework Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | ACC-W Shows only limited control of a few simple grammatical struc­tures and sentence patterns in a memorised repertoire. | *No descriptor available* | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. | Can link words or groups of words with very basic linear connectors like “and” or “then”. | *No descriptor available* |

**Form A22: Aspects of Language Competence in Mediation**

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| **Linguistic Competence** | **Short description and/or reference** |
| 1. What is the range of lexical and grammatical competence that the test takers are expected to be able to handle?   The lists in CEFR 5.2.1.1 and 5.2.1.2 might be of help as a reference. |  |
| 1. What kind of semantic relationships are the test takers expected to be able to handle?   The list in CEFR 5.2.1.3 might be of help as a reference. |  |
| 1. What is the range of phonological or orthographic competence that the test takers are expected to be able to handle?   The lists in CEFR 5.2.1.4 and 5.2.1.5 might be of help as a reference. |  |
| 1. The scale for Orthographic Control in CEFR 5.2.1.5 might also be of help as a reference. | Level |
| Justification (incl. reference to documentation) |
| **Socio-linguistic Competence** | **Short description and/or reference** |
| 1. What are the socio-linguistic competences that the test takers are expected to be able to handle: linguistic markers, politeness conventions, register, adequacy, dialect/accent, etc.?   The lists in CEFR 5.2.2 might be of help as a reference. |  |
| 1. After reading the scale for Socio-linguistic Competence in Table A3 and A4, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Pragmatic Competence** | **Short description and/or reference** |
| 1. What are the pragmatic competences that the test takers are expected to be able to handle: discourse competences, functional competences?   The lists in CEFR 5.2.3 might be of help as a reference. |  |
| 1. After reading the scale for Pragmatic Competence in Table A5, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |
| **Strategic Competence** | **Short description and/or reference** |
| 1. What are the reception and production strategies that the test takers are expected to be able to handle?   The discussion in CEFR 4.4.2.4 and 4.4.1.3 might be of help as a reference. |  |
| 1. After reading the scales for Strategic Competence in Tables A3 and A5, indicate and justify at which level(s) of the scale the examination should be situated. | Level |
| Justification (incl. reference to documentation) |