

Aligning the Canadian Language Benchmarks (CLB) to the Common European Framework of Reference (CEFR)

Research report

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1. Context

The *Canadian Language Benchmarks* (CLB) (CCLB: Centre for Canadian Language Benchmarks, 2012) were developed on an almost identical timescale to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) (Council of Europe, 2001) between 1993 and 1996, with publication after piloting in 2000/1. Both documents have been recently updated, in particular the CLB and their equivalent *Niveaux de compétence linguistique canadiens* (NCLC) (2011) have undergone a major revision and alignment of their theoretical framework – alongside a complete rework of the NCLC (CCLB, 2012, 2013) – and the CEFR has been updated and completed through the recently released *CEFR Companion Volume* (CEFRCV) (Council of Europe, 2018). The two frameworks, CLB and CEFR, developed in a parallel way in almost complete ignorance of each other, share similar educational and socio-political philosophies and have been shown to use very similar theoretical frameworks and a similar pedagogical vision (CCLB, 2013; Jezak & Piccardo, 2017; Pépin, 2008). The real-world orientation is emphasized through ‘Can Do’ descriptors in both schemes. Both schemes can also be related closely to the leading models of communicative competence (e.g. Bachman, 1990, Bachman and Palmer, 1996; Celce-Murcia, Dörnyei & Thurrell, 1995: see Piccardo & North 2019, in press, Chapter 2 for details). The most visible difference between the two schemes is that the CLB/NCLC is organized around the traditional four skills (Lado, 1961), whereas the CEFR makes a distinction between communicative language activities and strategies on the one hand and communicative language competences on the other hand, with the former articulated into four modes of communication: reception and production (= the four skills), plus interaction and mediation.

Despite their having been developed in isolation, there are a number of similarities between the CLB/NCLC and the CEFR. As demonstrated by a report commissioned to compare the two frameworks (CCLB, 2013), both share the same conceptual model of the language user/learner operating in the real world, activating competences and strategies in order to accomplish a task. This is explicitly framed in an “action-oriented approach” by the CEFR and CEFRCV (Council of Europe, 2001, 2018; Piccardo, 2014; Puren, 2009; Richer, 2009) or as van Lier (2007) puts it “action-based teaching.” The centrality of the task, and the aspects of competence involved in completing it, are virtually identical in the two schemes. The real-world orientation is emphasized both through ‘Can Do’ descriptors and through the concept of a ‘scenario’ in which the performance of tasks can be defined with the ‘Can Do’ descriptors, from which enabling competences (linguistic, socio-cultural) necessary to complete the task can be inferred. Examples of scenarios that use the CEFR and/or the CLB include North, Ortega & Sheehan (2010), Piccardo (2014), Collins & Hunter (2013, 2014), and Hunter, Piccardo & Andrews (2017). The two frameworks also share a similar socio-political vision, concerned with the language requirements of personal mobility. The CEFR employs the descriptive scheme further developed from *The Threshold Level* (van Ek, 1975; van Ek & Trim, 2001a), a specification of the language that a user/learner requires to operate satisfactorily in a new linguistic context.

Despite the fact that the primary organization of the CEFR is based on the innovative scheme articulating communicative language activities, strategies and competences, whilst that of the CLB/NCLC is led by the four skills in order to be more user-friendly, the theoretical framework common to the two schemes is visible in the way in which the CLB/NCLC descriptors relate to quite a range of CEFR descriptor scales, including those recently added in the CEFRCV (Council of Europe 2018). In the mapping of the content of the two schemes against each other, one of the two main activities undertaken in the project, the vast majority of the content of *Listening* in the CLB/NCLC concerns the scales for spoken and audio-visual reception in the CEFR, as one would expect. However, as can be seen from the tables for each of the four CLB/NCLC skills in Appendix 1, quite a number of other CEFR scales are touched on for each skill – including CEFR scales for mediation first published in 2018. The entries in the tables in Appendix 1 refer to the

number of times a descriptor for a particular CEFR scale was identified as a reasonable fit in the reciprocal mapping process. The numbers in themselves have no significance; there are, for example, many cases of repetition. What is perhaps significant is the few cases where a CEFR scale gets very few mentions or no mention at all. The following CEFR scales have less than three mentions in the analysis:

- those reflecting a specifically plurilingual aspect, added in 2018 (*Translating a written text, Acting as an intermediary in informal situations, Plurilingual comprehension, and Building on plurilingual repertoire*);
- those concerning creative text and literature, also added in 2018 (*Reading as a leisure activity, Expressing a personal reaction to creative text*); *Analysis and criticism of creative text* is actually referenced – but in relation to the analytical skills, not the creative text.
- online interaction, again added in 2018 (*Goal-oriented online transactions and collaboration*); again *Online conversation and discussion* is referenced – but not in relation to the online aspect.
- Production strategies, from 2001 (*Planning, Compensating*) – though *Monitoring and repair* is referenced.
- Some mediation strategies, added in 2018 (*Linking to previous knowledge*); other strategies are referenced, but mainly in relation to text editing at very high levels.
- Finally, *Vocabulary control*, from 2001. In the CLB in general, range is associated with vocabulary and control is associated with grammar. Bialystok's (1981) distinction between knowledge and control of grammar is not reflected. Choice of vocabulary is mentioned in relation to sociolinguistic aspects – which are, on the whole, more strongly represented than in the CEFR.

In addition to sharing such a strong coverage of content, the CLB/NCLC and the CEFR both divide the continuum of communicative language proficiency into three broad stages, reflecting a traditional view of elementary, intermediate and advanced performance. Furthermore, unlike the American ILR¹ and ACTFL² standards, both schemes avoid references to the abilities of the so-called native speaker (NS), educated native speaker (ENS), well-educated native speaker (WENS) or, most recently functional ability of a native speaker (FENS) developed in these successors to the FSI³ scale.

The CLB/NCLC then divides each of these three broad stages into four sub-levels. Thus, CLB 1-4 is Stage I, CLB 5-8 are Stage II, and CLB 9-12 is Stage III. Descriptions of levels at each stage share certain characteristics, and finer differences between levels within a stage are not always made, or may be made by adding or alternating verbal qualifiers. The CEFR divides each of its three broad stages (Basic User, Independent user, and Proficient user, respectively) into two, to create the six levels A1 and A2; B1 and B2, and C1 and C2. However, the CEFR levels are organized in a branching approach: in the illustrative descriptors, the A and B levels are each themselves divided into two levels (e.g. A2 and A2+, sometimes called A2.1 and A2.2), giving – since the two C-levels do not subdivide – 10 proficiency bands. These 10 bands were produced in the Swiss project that developed the descriptors (North, 1995, 2000a; North &

¹ Interagency Language Roundtable. The ILR (Lowe 1985), is the language proficiency scale used by the US government and its various agencies. It is the direct descendant of the FSI scale.

² American Council on the Teaching of Foreign Languages. The ACTFL guidelines are developed from the ILR scale.

³ Foreign Service Institute. The FSI scale was developed during and just after WWII, was published by Wilds (1975) and was the origin of almost all scales of language proficiency before the advent of the CEFR and CLB/NCLC. A rare independent development took place in Canada (Hoffman, 1974), in early moves towards the development of profiles for bilingual positions in the federal administration. Hofmann's very simple holistic scale was notable as an early example of the idea of valuing partial competences and plurilingual behaviour. It had 6 levels, but included an extra middle level 'III Passive': "Can understand ordinary conversation and make appropriate responses, non-verbally or in some other language."

Schneider, 1998). They are labelled as follows: Pre-A1 (originally 'Tourist'), A1 (originally 'Breakthrough'), A2 (originally 'Waystage'), A2+ (originally 'Waystage Plus'), B1 (originally 'Threshold Level'), B1+ (originally 'Threshold Plus'), B2 (originally 'Vantage Level'), B2+ (originally 'Vantage Plus'), C1 (originally 'Effective Operational Proficiency') and C2 (originally 'Mastery'). The names refer mainly to publications of content specifications (Breakthrough, Waystage, The Threshold Level, and Vantage Level: Trim, 2009; van Ek & Trim, 2001a, 2001b, 2001c) and to a proposal for a set of seven common European levels put forward in the 1970s (Wilkins, 1978). The seventh level in that proposal, Ambilingual Proficiency, was not adopted for the CEFR, which states explicitly (see CEFR Chapter 3) that C2 is intended to reflect the top level of language qualifications relevant to mainstream education (i.e. excluding specialist training for translators and interpreters, who would be aiming at ambilingual proficiency).

The CLB and the NCLC naturally share the same levels, theoretical framework and educational philosophy. There are differences in the format and formulations of the CLB and NCLC at times, but for the purposes of this project, the CLB and NCLC have been considered as a single framework. The CEFR is the same, single document in different translations and the CEFRCV updates and integrates the CEFR with new descriptors without modifying its theoretical framework or educational philosophy.

For Canada, establishing an alignment between the CLB/NCLC and the CEFR could have several advantages:

- improvement of coherence between educational and training sectors, since the CEFR is increasingly the point of reference for the secondary school sector, particularly for French as a Second Language and International Languages, whilst the adult sector tends to refer to the CLB/NCLC;
- facilitation of networking, since users of the two frameworks share a common approach to language education;
- pooling of the public domain 'toolkits' of the two frameworks could save considerable time and money. There is a lot that could be built on, integrated and recycled – rather than reinvented (e.g. content specifications, action-oriented tasks, assessment criteria, benchmarked samples of performance in such tasks, teacher education materials);
- enrichment of the descriptive apparatus of the CLB/NCLC by exploiting the extension of the CEFR descriptors to the areas of mediation, online interaction and plurilingual/pluricultural competence.

As a precursor to the current alignment project, two independent reports were commissioned (Bournot-Trites, Friesen & Ruest, 2018; Dicks, 2018), which each confirmed the reasoning outlined briefly above. Dicks concludes: "The CLB/NCLC and CEFR/CECR share common theoretical bases in communicative language teaching. Both frameworks also share a similar view on task-based language learning and a "can do" focus on learner competency. It is not surprising therefore that the scales for both frameworks have a number of similarities with respect to student performance at various levels of competence" (p. 25). This view is shared by Bournot-Trites, Friesen and Ruest who conclude that "both frameworks are based on a similar conception of communicative competence and elements of language, and as a result there is considerable overlap between the *Can Do* descriptors of the two frameworks" (p.17).

2. The CLB/NCLC and the CEFR

Although both the CLB/NCLC and the CEFR are instruments that share a common theoretical framework, and are both designed to assist backward planning and criterion-referenced assessment, there is a significant difference between the two frameworks with regard to the formulation of the descriptors

themselves. The CEFR descriptors are each independent, criterion statements. Each descriptor has been individually calibrated to the scale underlying the CEFR levels (North, 1995, 2000a; North & Piccardo, 2016; North & Schneider, 1998). They are completely unrelated (through formulation) to other descriptors for the same area at previous or subsequent levels. This is one of two possible approaches to creating descriptor scales, the alternative being a supposedly systematic approach in which descriptors at different levels follow a similar verbal pattern, with differences between levels made by alternating qualifiers like *occasionally, sometimes, usually, often, always*. This semantic approach, with the difference between levels sometimes relying on one word (often shown in bold), continues to be very popular, despite having long been criticized as not providing a basis for valid measurement (Champney, 1941; Skehan, 1984; Alderson, 1991).

The CEFR uses the salient feature approach, since after a presentation demonstrating the two approaches (North, 1992), the intergovernmental Symposium that recommended the CEFR preferred this approach. This decision was also influenced by the desire to use self-assessment versions of selected CEFR descriptors in checklists for different levels in the European Language Portfolio – for which stand-alone criterion statements were necessary. The CLB/NCLC uses a blend of the salient feature approach and the systematic/semantic approach, with distinctions between levels often made by alternating key words. However, by the systematic coverage of the same content at successive levels, the CLB/NCLC tries to provide a very detailed picture of relevant aspects, including conditions and restraints. Some users have praised the CLB/NCLC for doing this and criticized the CEFR for appearing by contrast to give scattered almost random coverage (e.g. Alderson et al., 2004, 2006; Bournot-Trites, Friesen and Ruest, 2018). In fact, however, as North (2008, 2014a) demonstrates, progression in the CEFR scales is very systematic indeed. Various charts produced to demonstrate this were included in the Manual for relating exams to the CEFR (Council of Europe, 2009 – see below), and were made available to participants in the project to align the two frameworks.

In aligning the two frameworks, one should not necessarily expect a simple, proportional relationship between the two sets of levels – that, for example, Stage III (CLB 9-12) should line up neatly with the CEFR Proficient User band (the C-levels). Firstly, the development methodology of the two schemes is different. The CLB/NCLC, like the ACTFL framework, is the product of a series of revisions over a number of years, incorporating the insights of groups of experts. The CEFR by contrast is the product of an empirical research project which developed and then mathematically scaled descriptors. In the CEFR research project (North, 1995, 2000a; North & Schneider, 1998) there was only a distinction between two levels (C1 and C2) for ‘Proficient User’, the third of the CEFR’s three broad bands of proficiency. This effect was independently discovered during the calibration of the ALTE⁴ Can Do Statements a year later, but *not* in the project putting all the Cambridge main suite of examinations onto a common scale (Jones, personal communication). The CLB/NCLC divides its third broad band of proficiency into four, in order to be consistent with Stages I and II. It is, however, difficult to define very high language proficiency whilst avoiding spurious comparisons to the proficiency of the so-called native speaker (or well-educated native speaker, or the other formulations we mentioned earlier, as the American scales tend to do), or spurious distinctions made with qualifiers (e.g. some difficulty with ..., a little difficulty with ..., no difficulty with ...). In general, the relationship of the CLB/NCLC to the CEFR is clearer and more precise at lower levels, perhaps reflecting the fact that the availability of specifications for these levels since the 1970s and 1980s (e.g. van Ek, 1975) has led to a greater degree of consensus regarding them.

⁴ ALTE: Association of Language Testers in Europe: originally an association with only institutional membership of Europe’s leading cultural/assessment institutes for different languages like Cambridge, CIEP, the Goethe Institute, Instituto Cervantes, etc.

3. Issues in alignment

Linking assessments to an external criterion that represents the continuum of ability in the construct concerned is the original and true meaning of the expression *criterion-referencing* (CR) (Glaser, 1963, 1994a, 1994b). In CR, the *criterion* is the continuum of real-world ability: defined in both the CLB/NCLC and CEFR with descriptors. Working backwards from such criterion definitions in order to plan a course and ensure coherence between curriculum, teaching and assessment (Graves, 2008) is nowadays called *backward design* (North et al, 2018; Richards 2013). Both the CLB/NCLC and the CEFR are tools that facilitate backward design, and related CR during and after a course, by providing descriptors for a set of ascending levels.

In language education, and in educational measurement in general, especially in a North American context, *linking* is often unfortunately confused with *standard-setting*. Linking is the process of relating two separate things (a test to an *external* framework; two frameworks to each other), whereas standard-setting is the *internal* process of setting the pass mark (= the standard) for a test by a panel of experts. The classic text book on standard-setting is Cizek and Bunch (2007), who spend only 7% of their text discussing the idea of relating results to a series of levels – only to dismiss it as impossible. This reflects the predominant and erroneous US interpretation of CR, created by a fusion with behavioral objectives (Mager, 1962), resulting in so-called mastery learning, with associated definition of *minimum competence standards*. Standard-setting panels were originally meant to set the minimum standard on a test assessing a body of knowledge pertaining to a school subject. This idea has been later extended to setting standards between language proficiency levels, although it has been pointed out that the methodology is not suitable for this (Reckase, 2009; Kaftandjeva, 2009). This issue was the subject of a special issue of *Educational Measurement* in 1994, with contributions from Robert Glaser, the father of CR, and other prominent CR experts in which Linn (1994: 13) pointed out that this conventional US interpretation of CR was one that “leads to an absurd reductionism and away from the measurement of broader, fuzzier and more interesting (*performance*) achievements.” In addition, the process of setting the standard is almost entirely subjective: a different panel or a different method might well reach a completely different conclusion. Cizek and Bunch’s advice is therefore to avoid complicating things by seeking corroborative evidence because: “a man with two watches is never sure” and therefore “use of multiple methods is ill advised” (Cizek & Bunch 2007: 319–20). The dangers of following such a narrow path were demonstrated by ETS’s attempts to link TOEFL and TOEIC to the CEFR with conventional Angoff-style standard-setting panels. The TOEFL iBT equivalent to the paper-based score 560-567 (the middle of the 550–575 range associated with academic courses) was first reported to be C1 (Tannenbaum & Wylie 2004) and then as B1 (Tannenbaum & Wylie 2008). ETS’s initial response was to publicise only the results of the 2008 panel. Later they adopted the compromise of B2+, which, not surprisingly, is the level at which IELTS 6.5 (the equivalent of these TOEFL scores) is now also aligned (Lim et al. 2013).⁵

As North (2000b) pointed out in reviewing a series of ways in which assessments had been linked to a set of levels in one particular institutional context, there is in fact a literature on linking and scaling that is completely separate to that on standard-setting. There are essentially five traditional linking methods, which are usually considered to be of decreasing rigour: *equating*, *calibrating*, *statistical moderation*, *predicting* and *social moderation* (Linn 1993; Carey 1996).

- a) *Equating* is creating two interchangeable forms of a test (form A; form B) and is not relevant to alignment projects, which are by definition linking independent things.

⁵ See North 2014b for a more detailed discussion on this issue.

- b) *Calibrating* is establishing a precise, defined relationship between two things, like two tests for different levels, as achieved with item banks through the Rasch model (Latent trait theory; Item response theory: Wright & Stone 1979, Linacre, 1989). The CEFR descriptors are calibrated to a common scale with this approach (North, 1995, 2000a; North & Piccardo, 2016, 2019; North & Schneider, 1998).

Calibrating is very relevant to alignment projects.

- c) *Statistical moderation* is a form of damage limitation, used to moderate the effects of subjectivity in papers marked by human raters. Cambridge, for example, long used their “Use of English” paper to moderate the results from their speaking and writing papers. One recent form of the Rasch model, Multi-faceted Rasch Modelling (MFRM) (Eckes, 2010; Linacre, 2009, 2015) is a form of statistical moderation of the raw rater judgements. It identifies inconsistent raters who should be excluded, calibrates the raters and adjusts candidate results for rater subjectivity (severity / lenience). The technique was employed in the research project that developed the CEFR descriptors (North, 1995, 2000a), in international benchmarking seminars held to calibrate video performance samples for different languages to the CEFR levels (North & Lepage, 2005; Breton et al., 2008) and in several projects in Europe since (e.g. Bolton et al., 2008; Keckes & Eckes, 2010).

An MFRM approach to statistical moderation is very relevant to alignment projects, if these employ expert panels to make judgements – for example by rating performance samples.

- d) *Predicting* involves estimating how candidates who took an assessment would perform in a real life situation or on another assessment; it has long been taken to be a – rather troublesome – aspect of validity (predictive validity). Alignment is often presumed by users to imply prediction and even interchangeability, but this is an oversimplification. Assessments are designed for different contexts following different styles. In addition, uncontrolled variance gets caught up in all assessments. It is therefore unusual even for two similar assessments of supposedly the same construct to correlate more than 0.80, which is to say to have more than 64% shared variance. 36% of the variance would then concern aspects other than the shared construct – making accurate predictions very difficult.

However, despite the inevitable inaccuracy, prediction is relevant to an alignment project. It is common to have a cohort of candidates take the two assessments concerned in order to have data with which to check shared variance and justify predictions. Alternately, performance samples of candidates who took one assessment may be rated in relation to the criteria of another assessment, in order to predict what result they would have received on that other assessment. This again gives data with which to check shared variance and justify any predictions. Sometimes, the ‘alignment’ is then stated to be shown in one direction only because samples from Assessment A were rated onto the scale for Assessment B – but not vice versa.

However, there is no reason why calibrated performance samples from each of the two assessments should not be rated onto the scales of the opposite assessment: e.g., in the context of the current project, CLB/NCLC samples rated to the CEFR, and CEFR samples rated to the CLB/NCLC. This is central to an alignment of the two schemes.

- e) *Social moderation*, the final and supposedly weakest form of linking, provides the common framework for such rating. The origin of social moderation is a group of teachers/examiners

meeting in a room to mark scripts: they first mark a few scripts together that will then be taken as 'benchmarks' for different marks/grades for the rest of the session. Describing the characteristics of the benchmark scripts may then create verbal criteria that make explicit the implicit, experience-based knowledge of the group of teacher/examiners. These defined criteria and samples then potentially enable other groups of teacher/examiners to follow the same system and produce assessments linked to the original ones. For instance, the ratings by CLB/NCLC examiners in – let's imagine – March 2019 are linked to CLB ratings in previous administrations of a CLB/NCLC interview in – let's imagine – September 2018, because the raters on the two occasions share a common framework of a) levels, b) defined criteria for each level, c) standardization training and d) standardised assessment procedures.

Both the CLB/NCLC and the CEFR are examples of social moderation schemes. Social moderation is central to the alignment of frameworks like the CEFR and CLB/NCLC. Each scheme has a set of level descriptors, performance criteria and performance samples that operationalise the framework.

However, socially moderated, data-based benchmarking approaches like those discussed above are not necessarily the way frameworks in practice tend to get compared. It is natural that people tend to start by comparing the two sets of descriptors side-by-side in a process often described as 'mapping.' This is a good place to start but, as we will see later in relation to the current project, such a process is deeply subjective. Perhaps people tend to rationalize an existing assumption of the relationship; perhaps people simply read descriptors differently. At any rate, the subjectivity involved and the different results produced by different people means that it is dangerous to rely on 'mapping' in order to align frameworks. This is illustrated by the following sad tale: In 2003, soon after the publication of the CEFR, two British researchers were commissioned to produce an alignment of the many different language proficiency scales common in the UK, including the CEFR. The study, called 'Pathways to Proficiency', claimed a relationship between CEFR Level B1 and the British National Language Standards (BNLS) Level 2. The alignment was done purely on the basis of a subjective 'mapping' process (Department for Education and Skills 2003: 12–14), comparing descriptors in the different schemes, side-by-side. The English school-leaving certificate, the GCSE, is placed at BNLS Level 2. This claim that BNLS Level 2 = GCSE = B1 was the main contributing factor to the decision in February 2010 by the UK Border Authority to set B1 to be the minimum for a pre-university student visa. The supposed equivalency of GCSE and B1 was cited at the time as a justification in both Parliament and the press. In reality a pass at GCSE (Grade C) is probably a low A2. Even a grade A, supposedly the equivalent of the old English 'O level,' is unlikely to be B1.

4. The CEFR linking manual

It was to try and avoid situations like those that occurred in the British and TOEFL projects that the Council of Europe published a manual for relating assessments, particularly examinations, to the CEFR. The Manual was produced in 2003, piloted 2004-08 and published in its final form in 2009 (Council of Europe, 2009) together with a set of case studies (Martyniuk, 2010) and a Reference Supplement on statistical techniques (Takala, 2009). The Manual recommends four sets of procedures for linking to the CEFR: *familiarization, specification, standardization and validation*.

- *Familiarization* with the CEFR levels through training and awareness-raising exercises is necessary in order to reinforce the common understanding that is needed for social moderation. This phase is always a good idea before any workshop because people tend to think they know the levels without consulting the descriptors or official illustrative samples. Familiarization tasks usually involve sorting or comparing descriptors, or matching descriptors to blank cells in an assessment grid.

- *Specification* means defining the coverage of the instrument in relation to the CEFR descriptor scales by selecting the communicative language activities and strategies, plus communicative language competences that are relevant. This may extend to identifying relevant descriptors too. In the context of a project aligning another framework or a curriculum to the CEFR, this would also usually involve an exercise of ‘mapping’ the two sets of objectives against each other, as discussed above. It is important to emphasise, however, that this is only one of several activities. This process of comparison has also often, in practice, sparked a revision project.
- *Standardization* involves firstly training raters in a standard interpretation of the levels, often using the illustrative samples provided for that purpose, and, secondly, the transfer of that standardized interpretation to the *benchmarking* of local reference samples. It is important that one does not confuse these two things. In standardization, participants are trainees being introduced to, or reminded of, the levels, the criteria, the administration procedures etc. There is an external authority represented by the workshop leader, the official criteria and the calibrated samples. In benchmarking, on the other hand, participants are valued experts (although probably the same people who did the standardization training).
- *Validation* involves internal validation of the intrinsic quality of the assessment and external validation of the claimed link to the continuum of real life ability operationalised in the descriptor scales. In relation to the latter, the fundamental principle is to exploit independent sources of evidence. The advice in the above mentioned *Manual* is to use two independent ways of arriving at an answer and contrast the results. Then, if necessary, one can use a cyclical process of adjusting the cut scores, examining them with what the Manual calls a *decision table* (Council of Europe, 2009, 112–13). The contrast could be, for example, between item writer intention and the result from formal standard-setting; between the results from two independent standard setting panels; between results from two different standard-setting methods. Many of the published *Manual* case studies (Martyniuk 2010) contrasted independent sources of evidence in this way (see North 2014a) for details.

As can be seen, several aspects of traditional linking methods are employed in the Manual procedures. The familiarization, specification and standardization all represent different aspects of operationalising *social moderation* effectively. The benchmarking of local samples relates to *predicting* the results local learners will achieve. As discussed in the following section, this type of benchmarking often also involves formal *calibration* with a measurement model, including *statistical moderation* through MFRM. The innovative aspects of the Manual are twofold. Firstly, the Manual points out that instruments can be aligned to differing degrees of rigour: from specification (mapping content in CEFR terms), through standardization and benchmarking, to formal statistical validation. In a scheme introduced by Eaquals for language programmes (North & Jarocz, 2013), for example, moderation techniques based on collective grading and quality control techniques replace the third phase, validation. Secondly, the Manual emphasises that, precisely because all forms of alignment and standard-setting are inevitably subject to a degree of subjectivity, two independent sources of data should whenever possible be used in order to make a valid claim of alignment.

5. A procedure for benchmarking seminars

In order to develop and calibrate samples of spoken performance to CEFR levels that could be used for standardization training, a procedure was worked out for the first CEFR international benchmarking

seminar, held for French at the CIEP⁶ in Sèvres in 2005 (North & Lepage, 2005). The approach was subsequently used to develop calibrated sets of samples for German (Bolton et al., 2008) and Italian (Grego Bolli, 2005), and then further developed for a cross-linguistic benchmarking seminar held again in Sèvres in 2008 to calibrate performance samples of teenagers at French *Lycées* speaking English, French, German, Spanish and Italian (Breton et al., 2008)). The procedure could be summarised as follows:

1. Select a venue for a 2-day seminar.
2. Recruit for the seminar 30-35, preferably plurilingual, experts who represent different, valid perspectives. For the initial seminar for French in Sèvres, for example, international CEFR experts, whose main second language was not French, were included, as well as CEFR FLE (*Français Langue Étrangère*) experts from both teaching and testing in the state and private sectors within and beyond France. It is desirable to have 30 participants because 30 is the minimum number that allows one to use parametric statistics, as with 30 one can assume a normal distribution. With a benchmarking seminar, it is particularly important to have a normal distribution of severity and lenience.
3. Record samples at different levels, ensuring a balance of spoken production and spoken interaction – and then vet these with a committee
4. Create rating rubrics. These must be analytical rating scales (Shohamy 1981) so that raters consider different aspects rather than giving simply impression judgements. If the CEFR is used, a decision needs to be made whether to stick to the six criterion levels or to include the ‘plus levels’ (total 10 levels).
5. Organise electronic voting devices that collect data and can display histograms to participants between rounds of voting.
6. Provide forms for rating on paper. This serves two purposes: it avoids complications when raters are making decisions, and it serves as a backup of the data collected.
7. When different languages are involved, structure the participants into an interlocking set of subgroups: but start benchmarking all together before splitting up later in the programme.
8. Start with familiarization and standardization exercises in plenary for the whole group of participants.
9. Follow a standard voting procedure throughout the seminar, for example: (1) individual vote – followed by display of histogram; (2) second vote after brief discussion with neighbour – followed by display of histogram, (3) final ‘consensus vote’ after plenary discussion.
10. Allow ample time for discussion on Day 1; speed up on Day 2 – probably omitting plenary discussion between votes two and three.
11. Analyse the data with MFRM with the program FACETS (Linacre, 2015) or similar. Exclude inconsistent raters and problematic samples before final calibration.
12. Use an anchoring method to link the logit scale from the analysis to the scale underlying the CEFR levels.

⁶ *Centre international d'études pédagogiques*. The CIEP is the French state institution responsible for French as a foreign language, producing the DELF/DALF examinations, providing a quality assurance scheme for private sector schools for French as a foreign language in France, plus regular teacher education events for teachers of French from around the world.

13. Define the criteria for accepting a sample. For example, accept as calibrated samples those for which (a) 50% of participants chose the level concerned in the final vote, with balanced outliers on each side, and (b) for which the raw consensus data from vote three gives the same result as the Facets analysis of vote two, which represents an informed, considered, individual decision.
14. Provide documentation explaining – with specific citation of the criteria in the assessment rubric – precisely why each sample is calibrated at the level concerned.

6. Methodology for the CLB/NCLC CEFR alignment project

Drawing upon the points made above, the methodology developed for the CLB-CEFR alignment project centred on two main independent sources of evidence:

- A content analysis, mapping salient features of the two sets of levels against each other, reflecting the CEFR Manual's *Specification* procedures. Here, the main focus was on the CLB, with additional information added from the NCLC when relevant. Relevant CEFR descriptors that matched or related to key features of the CLB/NCLC were identified and presented in a column to the right of the respective CLB/NCLC descriptors.
- A 2-day cross-linguistic, cross-scale benchmarking workshop with 35 participants, reflecting the CEFR Manual's *Standardization* procedures and exploiting the experience of the Sèvres seminars. At the workshop, held on 27th and 28th April 2018, CEFR samples of spoken performance were rated with CLB/NCLC-based criteria; CLB/NCLC samples were rated onto the CEFR levels using CEFR criteria, and 16 samples filmed specially for the workshop were rated onto both sets of levels. The data collected through electronic voting was then analyzed with MFRM operationalized in the program FACETS (Linacre, 2015).

Each of these two activities was supported by a supplementary activity:

- A mapping exercise done by each of the workshop participants carried out for one of the four skills prior to the workshop. This served the purpose of *Familiarization* with the two sets of levels, and also supplemented the context analysis.

A cross-linguistic, cross-scale benchmarking task with written samples taken from the Cambridge main suite examinations and the CIEP's DELF/DALF, which are available on the CEFR website. This task took place after the workshop, when participants had profited from all the discussion of the levels of the two schemes. There were four samples for English and four for French, and the task was to rate the samples onto the two sets of levels, using the analytic rating rubrics provided. Not all participants rated the samples for both languages, because not all had a sufficient level of proficiency in both languages, as indicated in the next section.

7. Participants and languages

35 CEFR and/or CLB/NCLC experts were recruited for the project, predominantly from the Eastern Canadian provinces in order to contain costs. An attempt was made to recruit as many participants as possible who had at least a level B2 in both English and French and who had expertise in both schemes or alternatively some familiarity with one of the schemes and a claim to expertise in the other. 20 of the 35 participants had expertise with both schemes, seven had expertise with the CEFR only, seven with the CLB/NCLC only, and one, it turned out, had experience with neither scheme. Three participants had a self-assessed level below C1 in English whilst 14 had a level below C1 in French.

- For the main benchmarking workshop, two teams were formed: an English team of 19 and a French team of 16. Six participants with a good level of expertise in both schemes and both languages switched groups on the second day to strengthen the anchoring of the data.
- With the distance benchmarking of writing scripts, after the workshop, the researchers and CLB/NCLC staff did not take part, leaving 31 participants. Of these, 18 rated both English and French, 11 rated English only and two rated French only.
- For the distance mapping of the content of the CLB/NCLC and CEFR, most pairs of participants returned individual results, but some returned only a single result for the pair, giving a total of 30 returns. Of these, 17 were carried out in English with the CLB and CEFR whilst 13 were done in French with the NCLC and CEFR.

8. Assessment rubrics

For the CEFR, assessment grids existed for spoken language from the CEFR itself (CEFR Table 3: *Qualitative aspects of spoken performance*), which defines *Range*, *Accuracy*, *Fluency*, *Interaction* and *Coherence* at each level, and for written language from the *Manual for relating examinations to the CEFR* (Manual Table C4 / CEFR Companion Volume Appendix 4: an adapted version of CEFR Table 3, plus columns for *Description* and *Argument*). In the workshop, participants were also given a second page to the oral criteria with definitions for the 'plus' levels. In addition, a third page provided the descriptor scales for *Overall spoken interaction* and *Overall spoken production* respectively. These three pages were identical in English and in French.

The CLB/NCLC rating rubrics were created for the seminar and writing assessment task. They were based on the assessment grids from the CLB and NCLC placement tests, extended beyond Benchmark 8 with descriptors contained in the main Benchmarks, as mentioned previously. They were presented on two pages with Benchmarks 1-8 on page one and 8-12 on page two. The grid for English had three columns: *Global*, *Range & control* (i.e. linguistic competence) and *Fluency & coherence* (i.e. pragmatic competence). For French, the rubric had four columns: *Structures/verbes*; *Vocabulaire*; *Fluidité*; *Cohérence*. In addition participants were given copies of the CLB and NCLC summaries for each of the three stages

9. The benchmarking workshop

The Ottawa workshop (27-28 April 2018) required a considerable amount of advance preparation, for which a project manager was employed specially.

9.1. Samples

12 CEFR candidates for English and 10 for French were selected from the DVDs of CEFR illustrative samples available, covering levels from Pre-A1 to C2 (Eurocentres & Migros Clubschools, 2004; CIEP & Eurocentres, 2005; CIEP 2008). These samples presented the candidates in pairs, with each doing a production phase (sustained monologue) followed by a phase of interaction between the two candidates. These samples were to be rated onto the CLB or NCLC using the rating grid specially prepared. Seven CLB candidates for English and 10 NCLC candidates for French were also selected from among the samples available on the CLB/NCLC website, covering Benchmarks 1-11. These samples took the form of individual interviews, and were to be rated onto the CEFR levels and plus levels. In addition, eight samples showing paired candidates, making a total of 16 candidates, were selected from a number of sequences filmed especially for the workshop. These sequences replicated the format of the CEFR samples, with both production and interaction phases and no examiner / interlocutor. They turned out to cover CEFR A1-C1 and CLB/NCLC 3-11. Altogether this gave a total of 55 candidates: 22 CEFR (to be rated to the CLB/NCLC), 17 CLB/NCLC (to be rated to the CEFR), and 16 new (to be rated onto both schemes). Not all of these samples proved to be equally easy to assess; some presented atypical user/learners, which caused complications as discussed

under rater issues. The samples varied in length from 1 minute 40 seconds (one candidate: Benchmark 2; A1) to 14 minutes 17 seconds (two candidates at B2+/C1). The majority of the CLB/NCLC samples (one candidate) were between 4 and 10 minutes in length. All the CEFR and the new samples (two candidates) were between 5 and 14 minutes in length.

9.2. Infrastructure:

Two rooms were necessary, one of which needed to be large enough to accommodate all the participants for the plenary sessions. Both rooms needed to be equipped with video projection and really high quality speakers for sound, plus one or more computers with which to (a) show the videos, (b) show the PowerPoint containing the instructions for rating each candidate, which also displayed the histogram of results for each candidate, as well as (c) recording the data in such a way that it could later be exported to Excel. The rooms also needed to be far enough apart for the sound from one room not to disturb the group working in the other room. Technical problems are not unusual in an event of this kind, and this one was no exception. The main effect, apart from a delayed start, was loss of data from one of the two groups for one of the four sessions. Here, the foresight of having paper data sheets proved invaluable, since that group was able to re-enter all their data for the lost session relatively quickly at the end of the second day.

9.3. Programme:

As with the Sèvres cross-linguistic benchmarking seminar (Breton et al., 2008), the programme (see Appendix 2) followed a 'cascade' design. The whole of the first morning, plus the first half of the second morning, were conducted in plenary. In these plenary sessions, which served to anchor all the data together, CEFR samples were rated to the CLB/NCLC and CLB/NCLC samples were rated to the CEFR. The first two candidates were used as a training exercise. The time allocated to pure training was shorter than at the Sèvres seminar, the view being taken that if the data from the first session (up to coffee break) could not be used, this would not be a major problem with 55 candidates. In fact, the late start meant that rather than doing four samples in the training session before coffee break, one was covered for each language, with adequate time for discussion.

9.4. Participants' reactions:

Despite the fact that the workshop was very intense, with hard work for all involved, it was clearly a great success. Participants expressed the fact that they found it a very rewarding and useful experience. Discussions were long and animated, especially on the first day. Participants appeared to appreciate the fact that there was a good balance of expertise with both schemes and both languages. Naturally, there were one or two participants who appeared to be a little out of their depth, but the vast majority showed a very high degree of competence and professionalism. By Day 2, the participants were very familiar with the procedures, and the quality of the data collected during the whole workshop was very high.

9.5. Rater issues.

Any data from a benchmarking seminar is distorted by rater errors, which even MFRM can only go some way to counteract. The most prevalent rater error is that of 'central tendency': a reluctance to give the top grade. This is often compounded by the over-influence of a 'lead factor,' of which the rater is unaware. The rater effectively makes holistic judgements based on this lead factor, rather than on the official criteria in the assessment rubric. This factor is frequently accent / comprehensibility, with an accent less familiar to the rater being excessively penalised. The lead factor is also often grammatical accuracy: a focus on mistakes, rather than a consideration of the complexity of language used, balanced with the control of it. The criteria in CEFR Table 3 (used in the workshop) consciously apply Bialystok's (1981) distinction between knowledge and control. CEFR descriptors scales exist for vocabulary range and for

vocabulary control, for general linguistic range and complexity, and for grammatical accuracy (= control). Many raters appeared unaware of this distinction, operating with Lado's (1961) three elements: grammar (=accuracy), vocabulary, and pronunciation. This led in particular to an underestimation of the performance of a Spanish woman (CLB sample), two Lycée students of Italian and German origin (CEFR sample) and three older Swiss-German women. In addition in one of the new samples, these effects led to the two paired candidates being reversed in rank order and level in the raw result. Some of these samples which are clearly problematic for raters (including the one with reversed candidates) were identified in the MFRM analysis as 'misfitting' (=rated in an inconsistent manner). Two of the 35 raters were also identified as rating in an inconsistent manner, and were also excluded from the analysis.

9.6. Rating rubrics:

The main rating rubrics are given as Appendix 3. As mentioned above, the main CEFR rubric used was CEFR Table 3 *Qualitative aspects of spoken performance*, extended to include plus levels. The CLB/NCLC rating rubrics were developed from the CLB and NCLC placement test grids, as mentioned previously. They were presented on two pages with Benchmarks 1-8 on page one and 8-12 on page two. In a rater effect that had not been expected, something caused the participants to use the CEFR rubric and the CLB/NCLC rubric in a different way.

The use of the rating rubrics was therefore investigated in two ways:

Firstly, in one form of the MFRM analysis, the 16 new samples that were rated onto both the CLB/NCLC and the CEFR (the 'anchor samples') were each defined as two separate samples: a CLB/NCLC sample and a CEFR sample. With this treatment of the data, 14 of the 16 anchor samples were rated higher in relation to the CEFR and lower on the CLB/NCLC; that is to say the CLB/NCLC criteria and levels were interpreted more strictly, and the CEFR criteria and levels were interpreted more leniently. For one English sample, (40: Claudia) the CEFR and CLB/NCLC ability estimates were identical; for one French sample (51: Jisha), the situation was reversed, with the CLB/NCLC ability estimate higher than the CEFR one, though the CLB/NCLC and CEFR levels reported were not affected (Benchmark 3 and CEFR A2, in each case).

Secondly, in the final analysis, the two rating scales (CLB/NCLC and CEFR) were defined as two separate items of a facet labelled 'rating scale.' As discussed above, MFRM calculates difficulty values for each 'facet' in the analysis. Therefore:

- it is possible to estimate the exact extent of the difference in severity/lenience;
- final ability estimates for all the candidates are adjusted to take account of this in exactly the same way that differences in the severity/lenience of the raters are taken into account.

The difference in the difficulty values calculated for the two scales was just over 1 logit. This is in a context in which the CEFR levels each occupy between 2 and 4 logits on the scale, depending on their position on the scale, levels in the middle taking up less space on the scale, those at the extremes taking up more. In other words, the difference in the treatment of the two rating rubrics was between a quarter and a half of a CEFR plus level. This may sound a lot, but the margin of error (Standard Error of Measurement: SEM) on a 40 items test from Eurocentres' validated and calibrated test itembank is also about half of a CEFR plus level. However, whereas SEM is random, in both directions, this effect was in 87.5% of visible occurrences (with the 16 anchor samples), all in the same direction. What precisely caused this stricter interpretation of the CLB/NCLC is a matter for speculation.

10. Results from the content analyses: mapping the two schemes

As mentioned above there were two main linking activities, each supplemented by subsidiary activities. The first activity, mapping the content of the two schemes, shows how they appear to relate on paper. However, there are two caveats to drawing any definitive conclusions from such a content comparison. Firstly, it shows how the two schemes appear to relate to one another on paper: it says nothing about how these written specifications are interpreted in practice. Secondly, as illustrated above with the unfortunate story of the 'Pathways to proficiency' project, such 'mapping' is a very subjective process, in at least two ways. Firstly, people have a tendency to seek evidence for a pre-conceived view in a process of rationalization, rather than starting from a blank slate. Secondly, experts do just differ in their opinions and in their interpretation of the written word. That is why supreme courts never have just one judge.

The second activity was the benchmarking workshop. Here there are two ways of looking at the results: the raw data of the consensus in the third vote on each candidate, and the MFRM result, taking account of the difference in the degree of severity of the individual raters, and in the use of the rating rubrics.

As mentioned above, in addition to the detailed content analysis carried out by the authors of this report, there is data from the familiarization activity before the benchmarking workshop. Of course, making this comparison between CLB/NCLC content and CEFR content is not straightforward. Firstly, the CLB appears to reflect quite closely Lado's (1961) model of the four skills plus three elements (grammar, vocabulary, pronunciation), boosted by a close attention to sociolinguistic aspects, which are rather underspecified in the CEFR, with just one scale for *Sociolinguistic appropriateness*. Working with a four skills model, the receptive skills are defined in considerably more detail in the CLB/NCLC than in the CEFR. The recent update to the CEFR (Council of Europe, 2018) has gone a considerable way to flesh out the specification of listening and reading in the CEFR, but there remains an imbalance between the two schemes in this respect. Reception is one of four communicative activities in the CEFR (as opposed to being half the four skills in the CLB) and most of the CEFR descriptors for communicative language competences and strategies refer to active rather than to receptive skills. Another distinction is that the CLB/NCLC goes into quite a lot of detail on illocutionary and perlocutionary functions that the user/learner can understand or use, whereas above Level A2, the CEFR descriptors focus more on the discourse of the target situation, leaving details on functions, grammar, vocabulary etc. to the next level of analysis in the CEFR-based *Reference Level Descriptions* (RLDs) for each language⁷.

In comparing the two schemes, the CEFR descriptor that seemed to give the best match quite often comes from the CEFR level above or below the level that seems overall to correspond most closely to the CLB/NCLC benchmark concerned. In the main content analysis, given as the final appendix (Appendix 5), when the best match is higher, the level of the CEFR descriptor is shown in **green**; when the best match is lower it is shown in **red**. Furthermore, the CLB/NCLC and the CEFR put different emphases at each level. Indeed the CLB and NCLC sometimes themselves put a slightly different emphasis. Several participants commented on this.

Reading: The view taken by the two schemes is perhaps closest with reading, although for reading, CLB/NCLC 10 appears to be considerably less demanding than the CEFR equivalent, putting an emphasis on several aspects prominent at B2. For this reason, CLB/NCLC Reading was placed at B2+ in the main

⁷ A list is provided at <http://www.ciep.fr/ressources/ouvrages-cederoms-consacres-a-levaluation-certifications/dvd-productions-orales-illustrant-les-6-niveaux-cecrl>

content analysis for reading, whereas in general it has been placed at C1. Comments from participants included the fact that the descriptions for CLB/NCLC 11 & 12 are very similar ("*pratiquement identique*"), as are those for CLB/NCLC 9 & 10. Comments from participants also included the fact that some of the CEFR C2 descriptors appeared excessively challenging and above the description of CLB/NCLC 12, but that it is clear that the two are intended to describe the same level.

Listening: Relating listening was more complicated, due to a considerable difference of emphasis in the two schemes. The CEFR descriptors conjure up an image of real life exposure to quite difficult situations and authentic media of different types, whereas CLB/NCLC descriptors and sample tasks, although they involve authentic situations, seem to focus on the deliverability of what is described, and thus tend to suggest audio recordings played in a lesson or test. In the CLB, film, for example, is not mentioned at all and television occurs only in relation to dialogues on the summary of features across the benchmarks for Stage II (Benchmarks 5-8). In relation to this issue, the NCLC is a little closer to the CEFR. Then with regard to the nature of speech, the CEFR is more demanding. Already by B2+ the user/learner is expected to be able to follow an animated discussion between other speakers, or to catch what is said to him/her in a noisy environment, with a C1 listener able to cope with distorted audio announcements. In the CLB and NCLC, by contrast, even at Benchmark 12 one is still talking about speech *spoken clearly at a normal to fast rate*. However, the CLB/NCLC expects user/learners to do more with what they do hear. In the CEFR, the focus tends to be on keeping up with the unfolding discourse and identifying information and opinions, including distinguishing main points from supporting detail – but not on ‘listening between the lines.’ It is only at the C-levels that the user/learner is expected to handle idiomatic language, pick up implicit information and viewpoints, undercurrents, etc., or to infer implicit meaning from linguistic, sociocultural or contextual cues. In the CLB/NCLC, by contrast, there is a requirement to start picking up register differences, idiomatic language and implicit meanings from Benchmark 5. This reflects a greater emphasis on sociolinguistics in the CLB/NCLC, even though it does appear ambitious.

Speaking: The wealth of detail in the CEFR for spoken production, spoken interaction and aspects of communicative language competences gave a rich amount of material for comparison. Once again there are certain differences of emphasis. Mention of abstract language starts at Benchmark 8 in the CLB/NCLC and is generally associated with the C-levels in the CEFR. However, in the CEFR, it already appears in B1+ descriptors in modest form, for example: *Can express his/her thoughts about abstract or cultural topics such as music or films*. Use of idiomatic language is confined to the C-levels in the CEFR, whereas it appears from Benchmark 7 in the CLB/NCLC. In general, as with listening, the CEFR descriptors suggest more difficult conditions in which tasks are carried out, especially at Stage I (Benchmarks 1-4). One francophone participant who made a very detailed analysis put Benchmarks 3 and 4 at A2, but with issues concerning the conditions in which the task is carried out at A1. The same respondent put Benchmark 5 at an overall B1 – but with regard to issues concerning the conditions in which the task is carried out, he suggested A2+. Another issue was that formulations for Benchmark 7 appeared a little higher in the NCLC, leading the French speakers to put Benchmark 7 at B2, whilst English speakers tended to put B1+, like the researchers. A similar effect was evident at Benchmark 6, with formulations about textual coherence in the NCLC echoing aspects considered to be key characteristics of B2. In general, though, the analysis of speaking was straightforward, compared to listening. It was further helped by the fact that four of the six particularly good analyses by participants concerned speaking.

Writing: The matching of the two schemes for writing was also relatively straightforward, although one descriptor at Benchmark 12 (*Convey, in a quality, tone and style suitable for publication, a range of communication that synthesizes complex propositions to foster goodwill toward a company, initiative, campaign or political or social entity*) suggests a level of quality that would generally be considered above

CEFR C2. Once again, use of idiomatic language is confined to the C-levels in the CEFR, whereas it appears from Benchmark 6 in the CLB/NCLC. Abstract language, however, mentioned from B1+ and Benchmark 7, is a good match. The main problems encountered were with regard to Benchmarks 7 and 10. The summary statement for Benchmark 8 matched most closely to the B1+ overall statement, but in general it was clear that Benchmark 8 represented B2 and Benchmark 9, B2+. However, Benchmark 7 appears to represent a mix between B1+ and B2, whilst Benchmark 10 appears a mix of B2+ and C1.

Table 1 presents the alignment from content analysis for each of the four skills, with a tentative global conclusion. The full analyses form the final appendix to this report (Appendix 5), since they cover so many pages. As can be seen the relationship at Stage I / Basic User appears straightforward: CLB/NCLC 1 and 2 relate to A1, CLB/NCLC 3 and 4 to A2. However, the relationship between Stage II and CEFR Independent appears more complicated. CLB/NCLC 7 appears to be a high B1+, though there are elements of B2, and CLB/NCLC 9 appears definitely to be B2+, and CLB/NCLC 10 appears to straddle B2+ and C1.

Table 1: Summary of content analysis

	Listening	Reading	Speaking	Writing	Average	CEFR	CLB
12	C1/C2	C2	C2	C2	C2	C2	12
11	Low C1	C1	C1/C2	C1(+)	C1	C1	11
10	B2+/C1	B2+	C1	B2+/C1	B2+/C1		10
9	B2+	High B2	B2+	B2+	B2+	B2	9
8	High B2	B2	B2	High B2	(High) B2		8
7	B1+ (B2)	B1+	B1+	B1+/B2	B1+	B1	7
6	B1	B1	B1	High B1	B1		6
5	B1	Low B1	Very low B1	Very low B1	Low B1		5
4	A2+	A2+	A2/A2+	A2/A2+	Low A2+	A2	4
3	A2	A2	A2	A2	A2		3
2	A1	A1	A1	A1	A1	A1	2
1	Pre A1	Pre A1	Pre A1	Pre A1	Pre A1	Pre-A1	1

Table 2 gives the aggregate results for each skill of the mapping exercises done as a distance task by the workshop participants, working in pairs, as a familiarization exercise. These analyses are not to the same degree of detail, but some of the participants took the task extremely seriously and produced analyses of

very high quality. The views of each person or pair are given anonymized in the four tables (one for each skill) in Appendix 4. The actual returns from the individual participants are available separately.

Table 2: Aggregate result of distance mapping by participants

	Listening (n = 9)	Speaking (n = 8)	Reading (n = 8)	Writing (n = 5)	Average (n = 30)	CEFR	CLB
12	C2	C2	C2	C2	C2	C2	12
11	High C1	C1/C2	C1/C2	High C1	High C1	C1	11
10	Low C1	Low C1	C1	C1	C1		10
9	B2+/C1	High B2+	B2+/C1	B2+/C1	B2+/C1		9
8	B2/B2+	B2/B2+	B2/B2+	High B2	B2/B2+	B2	8
7	B1+/B2	B1+/B2	B1+/B2	B1+/B2	B1+/B2		7
6	B1/B1+	B1+	B1+	B1/B1+	B1/B1+	B1	6
5	Low B1	Low B1	B1	B1	B1		5
4	A2+	A2+	A2+	A2/A2+	A2+		4
3	A2	A1/A2	A2	A2	Low A2	A2	3
2	A1	A1	A1/A2	High A1	High A1		2
1	Pre-A1	Pre-A1/A1	Pre-A1/A1	Pre-A1/A1	Pre-A1/A1	Pre-A1	1

The most significant difference between the detailed analysis done by the researchers and that done by the participants concerns Benchmarks 9 and 10. Whereas the participants, in general, felt that Benchmark 9 straddles B2+ and C1, the researchers felt that it is Benchmark 10 that straddles B2+ and C1 rather than Benchmark 9, which appeared to be clearly B2+. The other difference is that, whereas the researchers put Benchmark 7 as B1+, admitting some elements of B2, the participants considered that it straddles B1+ and B2.

- With regard to Benchmark 7, eight returns put B1+/B2 and twelve B2. Only five put B1+, and one B1, whilst four put above B2. The median is thus B2.
- With regard to Benchmark 9, twelve returns put B2+ or below, twelve returns put B2+/C1 and six opted for C1. The median is actually B2+, the decision of the researchers.
- With regard to Benchmark 10, seventeen returns put C1, six put above C1 and 6 put below C1, giving both the mean and median as C1.

Summary: Thus, the two analyses, by the researchers and the participants agree on all but two points: whether Benchmark 7 is B1+ or B2, and whether Benchmark 10 is B2+ or C1.

So far we have considered only analysis on paper. Let us now turn to the interpretation of the respective levels in assessment. Here we have two sources of data: the main benchmarking workshop and the follow-up task of assessing written samples.

11. Results from the benchmarking of performance samples

As mentioned earlier, there were a total of 55 candidates: 22 CEFR (to be rated to the CLB/NCLC), 17 CLB/NCLC (to be rated to the CEFR), and 16 new (to be rated onto both schemes). Raters were organized into an English team (19) and a French team (17 – then 16). The morning of Day 1 and half the morning, up to coffee break of Day 2 were conducted in plenary so as to ‘anchor’ judgements into one data set. Certain team members switched teams on Day 2 to give extra anchoring.

The results can be considered in two ways: (a) the raw data of the consensus reached through discussion, and (b) the results from a MFRM analysis with the program FACETS (Linacre, 2015), after the exclusion of samples rated inconsistently and persons rating inconsistently⁸. The quality of this data was very good and only two raters and four candidates were excluded from the final analysis. One of those candidates was one of the candidates in the paired sample used for training at the beginning. The result for the other candidate matched intention, showed no misfit and so was left in the data.

11.1. Raw ratings:

Table 3 on the next page gives the raw data from the workshop, including the percentage of participants that rated the candidate at the level concerned. Samples that for one reason or other were problematic are marked in red.

One approach is to compare the intended levels of the CEFR and CLB/NCLC samples to the level at which they were benchmarked in the workshop. Figure 1 shows this for the CEFR and CLB/NCLC samples (candidates 1-39), plus the consensus on the level on both scales of all but two of the new samples. Problematic samples that are also outliers are marked in red.

⁸ = ‘misfit’. Misfit occurs when the data does not fit the expectations of the measurement model, in this case the Rasch model. Since this is a probabilistic model, this means that the data concerned is improbable: caused by guessing, lack of focus or in the case of a sample, something about the sample that makes people see it in radically different, i.e. inconsistent ways. A cut-off of 1.5 is conventionally used to define the start of definite misfit.

Table 3: Workshop benchmarking: raw data

Intended Level					Raw Consensus Vote			
Language	CEFR	CLB	ID	Learner	CLB	% for this level	CEFR	% for this level
French	A2+		1	Deborah	5	43%		
French	A2+		2	Iryna	4	83%		
English	B2		3	Michaela	7	82%		
English	B2		4	Doris	8	65%		
English	B1		5	Renate	5/6	50% / 50%		
English	B1		6	Rosemary	5	81%		
English	B2+		7	Annabelle	10	73%		
English	C1		8	Xavier	10/11	44% / 50%		
English	A2		9	Heidi	4	70%		
English	A2		10	Joanna	4	55%		
English	Pre-A1		11	Arlette	1	86%		
English	A1		12	Micheline	2	60%		
English	C1		13	Annemarie	11	53%		
English	C1		14	Eva	9	47%		
French	B1		15	Margarida	6	65%		
French	B1		16	Mariana	6	76%		
French	C2		17	Josue	12	88%		
French	C2		18	Rachel	12	71%		
French	C1		19	Ambrogio	8	61%		
French	B2+		20	Sylvia	7	41%		
French	A1		21	Sally	2	75%		
French	A1		22	Suzanne	2	81%		
English		Level 2	23	Ukrainian lady			Pre-A1	70%
French		Level 4	24	Mexican-lady			A2+/B1	47% / 50%
French		Level 6	25	Columbian			B1+	64%
French		Level 8	26	Spanish lady			B2+	68%
English		Level 10	27	Marketing man			C1	75%
English		Level 7	28	The Nurse			B2	81%
English		Level 5	29	Indian lady			A2+	81%
English		Level 3	30	Russian lady			A1/A2	50% / 50%
English		Level 11	31	Lady with scarf			C1	65%
English		Level 8	32	Mauritian lady			B2+	73%
French		Level 4	33	Guatemalan			A2	96%
French			34	Zulfikar			A1	62%
French			35	Mohammed			A1	76%
French		Level 9	36	Mauritian lady			B2+	65%
French		Level 7	37	Israeli lady			B1	51%
French		Level 5	38	Venezuelan lady			A2+	71%
French		Level 11	39	Congolese			C2	100%
English			40	Claudia	3	57%	A2	93%
English			41	Carmela	3	57%	A2	75%
English			42	Jisha	11	100%	C1/C2	50% / 50%
English			43	Mohamed B	8 (9)	56% / 44%	B2+	80%
English			44	Andrea	4	56%	A2+	100%
English			45	Mohamed	5	75%	B1	63%
English			46	Larissa	5	88%	B1	88%
English			47	Farouk	4	81%	A2+	94%
English			48	Fabio	5	67%	B1	75%
English			49	Diana	4	69%	B1 (A2+)	60% (40%)
French			50	Claudia R	4	88%	A2+	88%
French			51	Jisha	3	88%	A2	65%
French			52	Tania	8 / 9	47% / 41%	B2+	78%
French			53	Claudia	10	59%	C1	71%
French			54	Martha	7	56%	B1+	53%
French			55	Gerardis	6/7 (8)	47/25/25%	B2	47%

Figure 1: Intended level + consensus level rated in benchmarking workshop (raw data)

12												2
11										2	1	1
10									1	3		
9									1	1		
8								1	4	1		
7						1	1	3	1			
6						2	1					
5					3	5						
4				3	5	1						
3			1	1								
2	1	3										
1	1											
	Pre-A1	A1	A1/A2	A2	A2+	B1	B1+	B2	B2+	C1	C1/C2	C2

11.2. MFRM analysis⁹:

The main analysis was undertaken with the MFRM. The results from the MFRM analysis are given in Figures 2 and 3, and in Table 4. Figure 2 on the next page shows the ‘All facets vertical summary’ that is a standard output from the program FACETS (Linacre, 2015). Raters are seen on the left, with little difference in severity in these final votes. Then, in the middle, come the ‘items’ – the two rating scales: CLB/NCLC and CEFR – with the CLB/NCLC scale being used in a significantly stricter way. In fact, the difference in the way the two scales are used accounts for one logit on the scale, in a situation in which the space taken by each CEFR band on the scale is between two and four logits. The ‘items’ are followed by the serial numbers of the learners, with finally on the right hand side the bands of the two scales: the 12 band CLB/NCLC and the 10 band CEFR. As can be seen, CLB/NCLC 11 is shown covering C1, plus part of C2. CLB/NCLC 9 and 10 are shown as B2+. Benchmark 8 lines up with B2 and 7 with B1+, but from that point on the relationship becomes more complicated. Pre-A1 straddles CLB/NCLC 1 and 2, A1 overlaps slightly into CLB/NCLC 3, though most of Benchmark 3 is clearly A2. CLB/NCLC 4 is shown being 50% A2 and 50% A2+. CLB/NCLC 5 is mainly B1, but takes in the top of A2+ and Benchmark 6 is sandwiched between B1 and B1+.

Figure 3 plots for each candidate the CLB/NCLC and the CEFR values from Figure 2 against each other. Again one can see clearly the direct relationship between Benchmarks 7-12 and CEFR levels. The three top candidates are shown at CLB/NCLC 12 and C2. Then five are shown as CLB/NCLC 11 and C1. That is followed by three candidates at Benchmark 10 and three at Benchmark 9, all associated with B2+. Then follow six at Benchmark 8 and B2 and three at B1+, two of which are placed at Benchmark 7. The odd one out, shown in red, is No 20, Sylvia, already identified as a problematic sample. She was rated 7 – but by only 41% of the participants – although at a previous benchmarking workshop she was calibrated at B2+. In the MFRM analysis, the 7 has been increased to Benchmark 8, but her estimated ability value is still a whisper below the cut-off point for B2 – though within the margin of error (Standard Error of Measurement). If she were considered a B2, which she most certainly is, then this would increase from six to seven the number of candidates at B2 and Benchmark 8.

⁹ We wish to express our sincere thanks to Jamie Dunlea, British Council, for undertaking the MFRM analysis.

Figure 2: Multi-faceted Rasch analysis: All facets vertical summary

CLB-CEFR: Final consensus vote: FACETS																																		
Measr -Raters																	-Items +Learners															CLB CEFR		
17 +																	+	+	S17_C2	S39_11									+	(12)	+			
16 +																	+	+												+		C2		
15 +																	+	+	S18_C2										+	+				
14 +																	+	+											+	---	+			
13 +																	+	+											+	+				
12 +																	+	+	S42_new									+	+	---				
11 +																	+	+	S31_11									+	11	+				
10 +																	+	+											+	+	C1			
9 +																	+	+	S08_C2									+	+					
8 +																	+	+	S13_C1	S27_10								+	---	+				
7 +																	+	+	S07_C1	S53_new								+	10	+				
6 +																	+	+	S14_C1	S36_9								+	---	+				
5 +																	+	+	S32_8	S43_new	S52_new							+	9	+				
4 +																	+	+	S04_B2	S19_C1	S28_7							+	---	+				
3 +																	+	+	S03_B2	S55_new								+	8	+				
2 +																	+	+	S20_B2+	S25_6	S54_new							+	7	+				
1 +	4	7	9	10	12	17	25	27	32	35							+	CLB	S05_B1	S15_B1	S16_B1							+	6	+				
* 0 *	1	2	3	5	6	8	11	13	14	15	16	18	19	20	22	23	24	29	30	31	33	34	*	*	S06_B1	S37_7	S45_new	*	---	*	B1	*		
-1 +																	+	CEFR	S46_new	S48_new								+	+					
-2 +																	+	+	S24_4	S49_new								+	5	+				
-3 +																	+	+	S29_5	S44_new	S47_new							+	---	+				
-4 +																	+	+	S02_A2+	S50_new								+	+					
-5 +																	+	+	S09_A2									+	4	+				
-6 +																	+	+	S10_A2									+	+					
-7 +																	+	+	S33_4	S40_new								+	---	+				
-8 +																	+	+	S51_new									+	+					
-9 +																	+	+	S30_3									+	3	+				
-10 +																	+	+	S34	S35								+	---	+				
-11 +																	+	+	S21_A1	S22_A1								+	+					
-12 +																	+	+	S12_A1									+	2	+				
-13 +																	+	+										+	+					
-14 +																	+	+	S23_2									+	---	+				
-15 +																	+	+	S11_Pre									+	(1)	+				
-16 +																	+	+										+	+					
Measr -Raters																	-Items +Learners															S.1 S.2		

As is seen from Figure 3, below Benchmark 7 / B1+, the relationship between the two sets of levels becomes more complicated, with each CEFR level associated with two CLB/NCLC benchmarks. Five candidates are calibrated at CLB/NCLC 6 and B1, but three Benchmark 5 candidates are also placed at B1. Three Benchmark 5 candidates and four Benchmark 4 are placed at A2+, three Benchmark 4 and three Benchmark 3 candidates are placed at A2, with the other two Benchmark 3 candidates at A1. Benchmark 2 candidates are mostly placed at A1, but one is at Pre-A1 with the sole Benchmark 1 sample.

Figure 3: Multi-faceted Rasch analysis of consensus vote

12											3
11										5	
10									3		
9									3		
8						1	6				
7						2					
6					5						
5				3	3						
4			3	4							
3		2	3								
2	1	3									
1	1										
	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2	

Table 4 on the next page presents all the information about the candidates in Figure 3. It also includes the raw score consensus decisions from Table 3 – on the right – but without the percentages. The columns of Table 4 present the learners in order of serial numbers, as in Table 3. Then follows the ‘measure’ – which is the estimated ability value on the logit scale produced by the analysis. Next to that is the S.E – the standard error (of measurement), again expressed in logits.

The next two columns show the cut-scores for the different bands on the 12-point CLB rating scale and the 10-point CEFR rating scale used during the workshop, again expressed in logits. These figures are taken from the Rasch-Thurstone thresholds for each proficiency band, expressed as medians. The solid horizontal lines represent firm cut-offs between levels, where the cuts appear on both the CLB/NCLC and CEFR. The dotted horizontal lines represent suggested cut-offs, where the breaks on the CEFR and CLB/NCLC do not coincide exactly. To illustrate how the cut-offs work, let us take the cases of Samples 18 (Rachel) and 42 (Jisha) on either side of the first cut-off, the one between 11/C1 and 12/C2. The ability estimate for Rachel is 15.31 with a standard error (SE) of 0.58. That error could be in either direction, so in other words she *could* be really as low as $15.31 - 0.58 = 14.63$. However, 14.63 is still comfortably above the cut-score for CLB/NCLC 12 (13.36) and for CEFR C2 (12.07). Therefore Rachel is unequivocally 12/C2. Jisha has an ability estimate of 11.66, with a margin of error (SE) of 0.44. That means she *could* really be as high as 12.10, still clearly below a CLB/NCLC 12 but just possibly a very, very, borderline CEFR C2, since the cut-score is 12.07. Remembering that we are working with a probabilistic model, this is unlikely – but not impossible. At the workshop, as can be seen from Table 3, she received 100% votes for CLB 11, and the votes on the CEFR were split 50:50 between C1 and C2.

If we consider now the bands on the continuum of proficiency created by the solid and dotted horizontal lines, we see that Benchmarks 9+10, 11 and 12 line up with B2+, C1 and C2 respectively. This is the conclusion the program reaches by adjusting for rater severity and the differences in the way the two rating scales were used.

However, if we look at the three samples calibrated to CLB/NCLC 10 and CEFR B2+, that is to say above the dotted line, we can see that all three of these have at some time been rated as C1, suggesting that CLB/NCLC should in fact be interpreted as a very low C1.

- Sample 7, Annabelle, is a teen who was paired with Sample 8, Xavier who appears above at 11/C1. At the Sèvres cross-linguistic benchmarking seminar in 2008 (Breton et al., 2008), Annabelle was rated C1 and Xavier as C2. It should be said that Annabelle is very, very close to the cut-scores for CLB 11 and CEFR C1 (well within her standard error) and so she probably should be considered as another 11/C1. However, as with the other pair of teen candidates, No 19 Ambrogio and No 20 Silvia – who were rated C1 and B2+ respectively at Sèvres, but both as CLB/NCLC 8s at this workshop – Annabelle and Xavier have almost certainly been under-rated precisely because the nature of teen discourse is simply different. This effect is discussed at some length in Breton et al. (2008).
- The next candidate, one of the new samples: No 53 Claudia, is also close to the cut-scores for CLB/NCLC 11 and CEFR C1, inside her margin of error for the latter, C1, but remaining a whisker below the cut for CLB 11. At the workshop, she had a 71% rating for C1, and 59% for NCLC 10, with 29% putting her at NCLC 9 and only 12% at NCLC 11. Thus, considering her CEFR C1 and NCLC 10 is reasonable.
- The final candidate, Eva, is a CEFR sample that has been identified as difficult on previous occasions, partly because she has a strong German accent and is rather taciturn, not talking much. She is calibrated at 5.88, a whisker below the cut-score for CLB 10 (5.90). There was a long discussion in the group about her. Even on the third and final vote in the workshop, opinions were very mixed and she received 47% for CLB 9, 29% for CLB 10 and 24% for CLB 8. In CEFR benchmarking workshops it has been a convention to reject samples for which 50% cannot agree on the same proficiency band. If this sample is not ignored altogether, perhaps Eva should be taken, at face value, as 9/B2+.

Table 4: Workshop benchmarking: MFRM result and suggested cut-offs – compared to raw data

Serial	Learners	Measure	S.E.	CLB		CEFR		MULTIFACET		RAW RATINGS		NOTES
				cuts		cuts		CLB	CEFR	CLB	CEFR	
S17_C2	17Josue_C2	16.96	1.03					12	C2	12		
S39_11	39Congolese_11	15.52	1.82					12	C2		C2	
S18_C2	18Rachel_C2	15.31	0.58	13.56		12.07		12	C2	12		
S42_new	42Jisha	11.66	0.44					11	C1	11	C1/C2	
S31_11	31Ladywithscarf_11	11.43	0.5					11	C1		C1	
S08_C2	8Xavier_C2_Teen	8.91	0.42					11	C1	10/11		
S13_C1	13Annemarie_C1	8.45	0.28					11	C1	11		
S27_10	27Marketingman_10	8.33	0.53	7.7		7.54		11	C1		C1	
S07_C1	7Annabelle_C1_Teen	7.44	0.38					10	B2+	10		B2+ or very weak
S53_new	53Claudia	7.41	0.28					10	B2+	10	C1	C1??? All have
S14_C1	14Eva_C1	5.88	0.24	5.9				10	B2+	9		been rated 10
S36_9	36Mauritianwoman_9	5.69	0.48					9	B2+		B2+	
S43_new	43MohamedB	5.03	0.28					9	B2+	8/9	B2+	
S52_new	52Tania	4.78	0.26	4.13		4.12		9	B2+	8/9	B2+	
S32_8	32Mauritianlady_8	4.6	0.3					8	B2		B2+	
S19_C1	19Ambrogio_C1	4.32	0.33					8	B2	8		Strong accent
S04_B2	4Doris_B2	3.71	0.3					8	B2	8		
S28_7	28TheNurse_7	3.69	0.36					8	B2		B2	
S03_B2	3Michaela_B2	3.11	0.29					8	B2	7		
S55_new	55Gerardis	2.53	0.21			2.53		8	B2	6/7/8	B2	Controversial
S20_B2+	20Sylvia_B2+	2.48	0.28	2.35				8	B1+	7		Low calibration
S54_new	54Martha	2.23	0.21					7	B1+	7	B1+	
S25_6	25Columbian_6	1.8	0.25	1.32		0.95		7	B1+		B1+	
S15_B1	15Margarida_B1	0.83	0.32					6	B1	6		
S16_B1	16Mariana_B1	0.73	0.33					6	B1	6		
S05_B1	5Renate_B1	0.63	0.38					6	B1	5/6		
S37_7	37Israeliwoman_7	0.1	0.36					6	B1	B1		
S45_new	45Mohamed	0.04	0.28	-0.1				6	B1	5	B1	
S06_B1	6Rosemary_B1	-0.19	0.43					5	B1	5		
S48_new	48Fabio	-0.54	0.31					5	B1	5	B1	
S46_new	46Larissa	-0.65	0.3			-1.65		5	B1	5	B1	Big gap here –
S24_4	24Mexican-lady_4	-2.16	0.31					5	A2+		A2+/B1	but signs of B1 in
S49_new	49Diana	-2.27	0.33					5	A2+	4	B1 (A2+)	the 5s
S29_5	29Indianlady_5	-2.72	0.46	-3.16				5	A2+		A2+	
S44_new	44Andrea	-3.28	0.35					4	A2+	4	A2+	
S47_new	47Farouk	-3.3	0.34					4	A2+	4	A2+	
S50_new	50ClaudiaR	-4.14	0.34					4	A2+	4	A2+	
S02_A2+	2Iryna_A2+	-4.34	0.41			-4.81		4	A2+	4		
S09_A2	9Heidi_A2	-5.38	0.35					4	A2	4		
S10_A2	10Joanna_A2	-5.73	0.34					4	A2	4		
S40_new	40Claudia	-7	0.36	-7.09				4	A2	3	A2	
S33_4	33Guatemalan_4	-7.27	0.4					3	A2		A2	
S51_new	51Jisha	-7.96	0.34					3	A2	3	A2	
S30_3	30Russianlady_3	-8.57	0.47			-8.58		3	A2		A1/A2	
S34	34Zulfikar	-10.15	0.39					3	A1		A1	Big gap here
S35	35Mohammed	-10.3	0.4	-10.31				3	A1		A1	
S21_A1	21Sally_A1	-10.52	0.49					2	A1	2		
S22_A1	22Suzanne_A1	-10.76	0.5					2	A1	2		
S12_A1	12Micheline_A1	-12.18	0.54			-12.16		2	A1	2		
S23_2	23Ukrainianlady_2	-13.58	0.41	-14.3				2	Pre-A1		Pre-A1	
S11_Pre	11Arlette_Pre	-15.06	0.76					1	Pre-A1	1		

Moving down the scale of candidates, the identification of CLB/NCLC 8 with B2 is clear. However, the bottom two candidates in this band are both problematic.

- Candidate 20, Sylvia, is the teen referred to earlier as a problematic case. As shown by Table 3, her performance produced the lowest level of consensus in the entire workshop, with votes spread from NCLC 5 to 9, even on the third and final vote: 41% voted for NCLC 7, 24% for NCLC 8 and 6% for NCLC 9, while 18% gave NCLC 6 and 12% NCLC 5.
- Candidate 55, Gérardis was paired with No 54 Martha. The coordinator of the French group reported at the workshop that the reaction of the group to this sample was problematic. In the raw scores of the third and final vote, Gérardis was voted higher on the CEFR at B2 (47% with 20% for B2+ and 20% for B1+) while Martha was voted lower at B1+. Then, however, Martha was actually voted higher on the NCLC (at NCLC 7 with 56% of the vote), whilst the votes for Gérardis (who, frankly, is obviously better) spread from between NCLC 6 (44%), 7 (25%) and 8 (25%). The analysis program has corrected the confusion and placed Gérardis at 8/B2 and Martha at 7/B1+.

It is interesting to note just how little space on the scale is taken by CLB/NCLC 7 - CEFR B1+. The top 6/B1 person (No 15 Margarida) is at 0.83 quite close to the cut-score for CLB 7 of 0.95, and within her margin of error (0.32) to that cut-score, but it is noticeable that for all the candidates in this B1 band down to No 46 Larissa, the raw scores from the votes and the results adjusted by the analysis program are in complete agreement. Underneath No 46 Larissa, where the dotted horizontal line is placed between the B1 band and the A2/A2+ band, there is a large gap. Larissa is calibrated at -0.65¹⁰ whereas the next candidate, No 24 Mexican lady, is calibrated at -2.16, one and a half logits lower.

However, although this break reflects the shift from CEFR Basic User (A1 & A2) to Independent User (B1 & B2), it happens in the middle of CLB/NCLC 5. Arguing to the contrary, there are signs of B1 in the Benchmark 5 candidates below the dotted line marking the (tentative) end of the B1 band. The Mexican lady, who is officially a sample for CLB 4, was actually voted 50% as B1 and 47% as A2+. No 49 Diana, one of the new samples, was actually voted 60% B1 and 40% A2+ – but 69% voted her as CLB 4. This is another clear example of the CLB/NCLC rating scale being used at the workshop more strictly than it should be in relation to the CEFR, leading to some of the adjustments made by the analysis program. Out of the 30 mapping exercises carried out by the participants, only one person suggested that CLB/NCLC 4 might be B1. Yet 69% voted CLB 4 for a sample for which 60% had immediately beforehand voted B1. Not surprisingly, the program has corrected this to Benchmark 5, but the effect of the downward pull is to reverse the 60:40 and place her at A2+ – which might be an underestimation. The following sample, however, No 29 Indian lady, is officially a Benchmark 5 sample, was rated A2+ by 81% already on the second vote, and is calibrated at A2+. Therefore, it appears that Benchmark 5 might not be straightforwardly B1, but does overlap with A2+.

Between the A1 band and the A2 band there is again a large gap of around 1.5 logits in the scale. There are also two other gaps within the A2/A2+ band, marked with thin horizontal lines. One is a gap of about 1.3 logits above No 40 Claudia. However, although Claudia was rated CLB 3 and CEFR A2 in the workshop, she is calibrated just above the cut-score for Benchmark 4 (-7.09), though with a margin of error of 0.36, she might well be below it. The other gap, of around one logit, comes between No 2 Iryna and No 9 Heidi, marking the cut between A2 and A2+. However, both are clearly CLB 4.

¹⁰ Minus values have no significance. A logit scale is a standardised scale and therefore 0 appears exactly in the middle of it, as with z-scores.

Conclusion: The calibrations in Table 4 make complete sense, but there are grounds to consider that CLB/NCLC 10 could be considered C1 rather than B2+, and that CLB/NCLC 5 could be taken to be B1, rather having an overlap into A2+. 12 is clearly C2, 11 is clearly C1, 9 is clearly B2+, 8 is B2 and 7 B1+. However, the relationship between Benchmarks 1-4 and CEFR Basic User appears, from the benchmarking workshop, to be not necessarily so straightforward.

Table 5 on the next page compares the results from the MFRM analysis to the raw votes. As can be seen, the areas of disagreement between the two are the following:

- Is CLB/NCLC 10 CEFR B2+ or C1?
- Is CEFR B2 Benchmark 7 or Benchmark 8?

In addition, as mentioned above, although both the raw scores and the MFRM analysis suggest that CLB/NCLC 5 overlaps with CEFR A2+ and B1, they may be grounds for considering a closer match between Benchmark 5 and the lower part of B1.

Table 5: Workshop benchmarking: MFRM and raw ratings compared

MULTI-FACETTED RASCH			RAW RATINGS	
CLB	CEFR		CLB	CEFR
12	C2		12	C2
11	C1		11	C1
10	B2+		10	B2+
9			9	
8	B2		8	B2
7	B1+		7	B1+
6	B1		6	B1
5			5	
4	A2+		4	A2+
3	A2		3	A2
2	A1		2	A1
1	Pre-A1		1	Pre-A1

12. Results for benchmarking writing samples

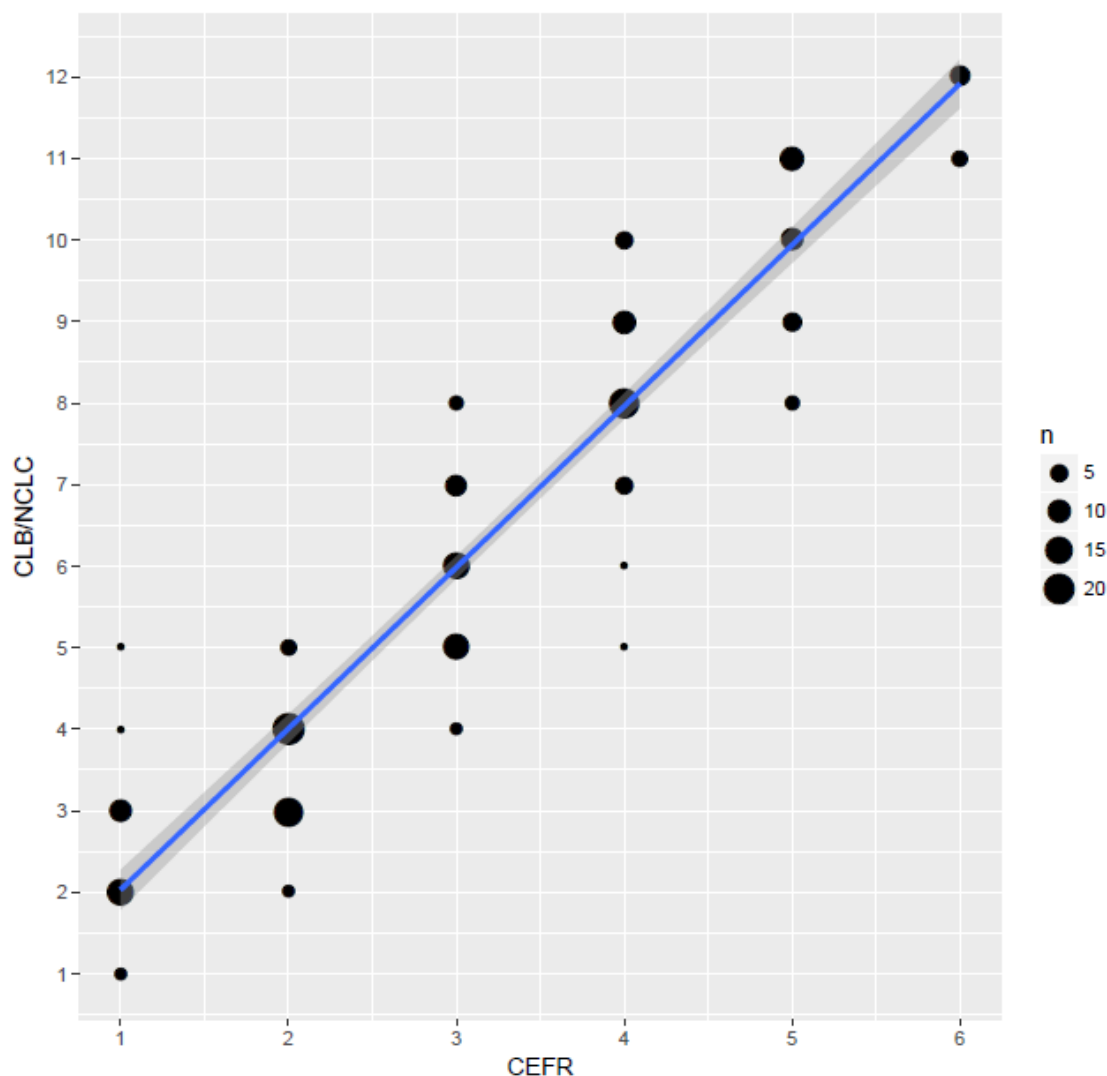
As mentioned earlier, four samples from Cambridge and four from CIEP examinations were rated against the CEFR and CLB/NCLC as a follow up to the workshop. For this exercise, only the six criterion levels of the CEFR were used (A1, A2, B1, B2, C1, C2). The correlations between the ratings on the two schemes (CLB/NCLC and CEFR) were modest at 0.79, 0.63, 0.74 and 0.80 for English (N = 29 each time) and 0.82,

0.92, 0.38 and 0.81 for French (N = 20 for each). Naturally the correlations were higher when the data for all four samples were analysed at once, with 0.95 for English (N = 114 ratings) and 0.94 for French (N = 80 ratings). It is a well-documented effect that a correlation across a range of proficiency levels will be higher than one at a restricted band of proficiency. When the ratings for the two languages are combined, this gives no increase, the correlation being 0.95(N = 194 ratings).

Figure 4 plots the 194 ratings onto the two schemes against each other. As can be seen, the plot suggests a very regular relationship. The size of the dots reflects the number of data points. The regression line of best fit is shown in blue. Starting from the bottom left:

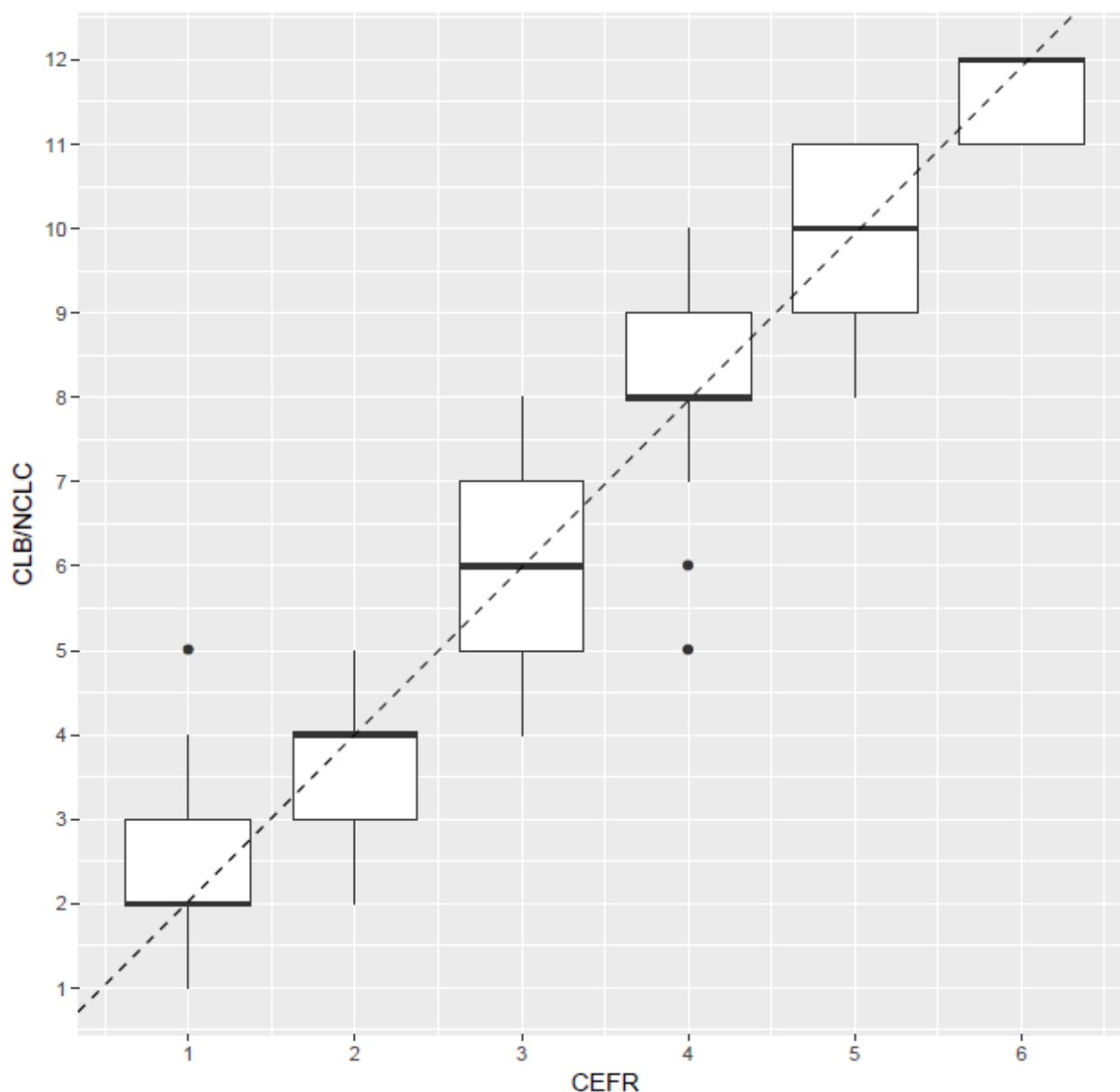
- CEFR 1 (=A1) lines up with CLB/NCLC 2
- CEFR 2 (=A2) lines up with CLB/NCLC 4
- CEFR 3 (=B1) lines up with CLB/NCLC 6
- CEFR 4 (=B2) lines up with CLB/NCLC 8
- CEFR 5 (=C1) lines up with CLB/NCLC 10
- CEFR 6 (=C2) lines up with CLB/NCLC 12

Figure 4: Written samples rated onto the CLB/NCLC and CEFR: Combined English & French



However, having said that, it is evident that CEFR 2 (A2) is also related to CLB/NCLC 3, since 15 ratings are placed there. Similarly, CEFR 3 (B1) actually spans from CLB/NCLC 5 to 7. This can be seen more clearly with the box plots shown in Figure 5. Here, the thick horizontal line show the median, which coincides with the regression line of best fit shown in Figure 4 (with the CEFR levels lined up to CLB/NCLC 2, 4, 6, 8, 10, and 12 respectively). The boxes display the area covered by the data points – excluding outliers, the range of which is indicated with the vertical line. As can be seen, CEFR 3 (B1) is shown spanning from CLB/NCLC 5 to 7, and the box for CEFR 2 (A2) hangs down below CLB/NCLC 4, spanning down to CLB/NCLC 3, as one would expect from the comments above. But in addition, firstly CEFR 1 (= A1) spans up to CLB/NCLC 3, CEFR 4 (= B2) spans CLB/NCLC 8 to 9 and CEFR 5 (= C1) spans from CLB/NCLC 9 to 11.

Figure 5: Written samples rated onto the CLB/NCLC and CEFR: Combined English & French: Box plots



The conclusions from the assessment of writing samples can therefore best be summarised as follows

- CLB 12 is C2
- CLB 11 is C1, or if a C1+ existed, C1+
- CLB/NCLC 10 appears to be CEFR C1, as discussed in the conclusion on the workshop
- CLB/NCLC 9 is between B2 and C1, that is to say B2+
- CLB/NCLC 8 is B2
- CLB/NCLC 5-7 are B1 (including B1+)
- CLB/NCLC 4 is A2
- CLB/NCLC 3 spans A1 and A2
- CLB/NCLC 2 is A1
- CLB/NCLC 1 is Pre-A1.

The open question is which CLB/NCLC benchmark CEFR A2+ relates to.

13. Conclusions

We have now considered the relationship between the levels of the CLB/NCLC and the CEFR from different perspectives and viewpoints:

- content analysis
 - detailed mapping analysis by the researchers
 - aggregate results from pre-workshop mapping task for the participants
- benchmarking workshop
 - raw consensus ratings
 - MFRM results
- post workshop task benchmarking written samples

Table 6 gives a summary of the tentative conclusions reached from each of these perspectives, in order to identify points for discussion:

Table 6: Results from the different activities compared

	Content: researchers	Content: participants	Workshop: MFRM	Workshop: Raw data	Writing tasks	Conclusions
12	C2	C2	C2	C2	C2	C2
11	C1	C1	C1	C1	C1	C1
10	B2+/C1 ?	C1	B2+/C1 ?	C1	C1	C1
9	B2+	B2+/C1 ?	B2+	B2+	B2+	B2+
8	B2	B2	B2	B2+	B2	B2
7	B1+	B1+/B2	B1+	B1+/B2	B1+	B1+ (B2?)
6	B1	B1	B1	B1	B1	B1
5	B1	B1	A2+/B1	A2+/B1	B1	B1 (A2+?)
4	Low A2+	A2+	A2/A2+	A2/A2+	A2	A2/A2+
3	A2	Low A2	A1/A2	A2	A1/A2	Low A2
2	A1	A1	Pre-A1/A1	A1	A1	A1
1	Pre-A1	Pre-A1	Pre-A1	Pre-A1	Pre-A1	Pre-A1

As can be seen from Table 6, there is a clear conclusion on eight of the twelve benchmarks. In addition, it is a fairly academic discussion whether Benchmark 4 represents a low A2+ or A2/A2+: it is clearly in the broad CEFR level A2. Thus, there is a decision to be made regarding three benchmarks.

- Is Benchmark 7 to be regarded as B1+?
- Is Benchmark 5 to be regarded as a low B1?
- Is Benchmark 3 to be regarded as a low A2 – or as A1/A2?

The answer to the first question appears relatively clear. The fact that Benchmark 7 may have elements of B2 does not make it B2; B1+ has elements of B2, being a transition to B2. Therefore, Benchmark 7 is B1+: a very strong B1. As regards Benchmark 5, the suggestion that it has an element of A2+ comes from the workshop. Both content analyses agree on B1. Only one of the samples calibrated at Benchmark 5 is definitively A2+, but that sample happens to be the official Benchmark 5 sample for English. Perhaps the solution here would be to change the sample, and adopt low B1 as the Benchmark 5 equivalent. Finally, there is the question of whether Benchmark 3 is really A2, or rather A1/A2. Again, from the point of view of the conclusions of the content specifications it appears to be A2, but it is doubtful that the performance standard represents A2. CEFR A2 expects quite a holistic performance – even at A1 the CEFR expects the use of some simple connectors. There was quite a lot of discussion of this point at the workshop.

From the point of view of reporting results, the current authors would therefore recommend reporting at the level of the six CEFR criterion levels, as presented in Table 7.

Table 7: Relationship between the CLB/NCLC and the CEFR

CEFR	CLB
C2	12
C1	11
	10
B2	9
	8
B1	7
	6
	5
A2	4
	3
A1	2
	1
Pre-A1	1

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Appendix 1: CEFR descriptor scales relevant to each of the CLB/NCLC four skills

LISTENING		CLBs¹¹
Overall listening comprehension	96	
Understanding conversation between other speakers	53	
Listening as a member of a live audience	101	
Listening to announcements and instructions	67	
Listening to the radio and audio recordings	49	
Watching TV, film and video	35	
Identifying cues and inferring	26	6-12
Overall spoken interaction	16	1-5
Understanding the interlocutor	18	
Conversation	19	1-8
Informal discussion (with friends)	10	
Formal discussion (meetings)	9	
Goal-oriented co-operation	5	1-6
Obtaining goods and services	3	1-4
Information exchange	12	1-4
Interviewing and being interviewed	3	1-4
Using telecommunications	16	1-4
Taking the floor (Turntaking)	1	4
Cooperating	2	3-5
Asking for clarification	5	1-7
Overall mediation	0	
Relaying specific information	7	1-7
Processing text	38	
Note-taking (lectures, seminars, meetings, etc.)	10	6-12
Analysis and criticism (of creative texts)	12	11-12
Facilitating collaborative interaction with peers	1	
Collaborating to construct meaning	7	10-12
Managing interaction	3	11-12
Encouraging conceptual talk	0	
Facilitating pluricultural space	4	12
Acting as intermediary in informal situations	0	
Facilitating communication in delicate situations	12	11-12 + 7
Linking to previous knowledge	0	
Adapting language	2	
Breaking down complicated information	2	
Amplifying a dense text	3	12
Streamlining a text	11	9-12
General linguistic range	3	1-6
Vocabulary range	4	10-12
Vocabulary control	4	11-12
Sociolinguistic appropriateness	27	
Spoken fluency	1	8
Building on pluricultural repertoire	12	9-12

¹¹ If no range is given, this means that the scale concerned is referenced across the full proficiency range.

SPEAKING		CLBs
Overall spoken production	10	
Sustained monologue: Describing experience	14	2-9
Sustained monologue: Giving information	13	
Sustained monologue: Putting a Case (e.g. in a debate)	10	5-12
Public announcements	0	
Addressing audiences	5	8-12
Planning	0	
Compensating	0	
Monitoring and repair	3	8-12
Overall spoken interaction	24	
Understanding the interlocutor	Listen	
Conversation	33	
Informal discussion (with friends)	20	
Formal discussion (meetings)	17	
Goal-oriented co-operation	6	
Obtaining goods and services	19	
Information exchange	28	1-10
Interviewing and being interviewed	3	2-12
Using telecommunications	6	4-9
Taking the floor (Turntaking)	11	3-11
Cooperating	8	5-12
Asking for clarification	1	7
Overall mediation	4	7-12
Relaying specific information in speech	1	1
Explaining data (e.g. in graphs, diagrams, charts etc.)	0	
Processing text in speech	2	9
Expressing a personal response to creative texts	0	
Analysis and criticism of creative texts	0	
Facilitating collaborative interaction with peers	6	4-11
Collaborating to construct meaning	11	9-12
Managing interaction	5	9-11
Encouraging conceptual talk	3	10-12
Facilitating pluricultural space	0	
Acting as intermediary in informal situations (with friends and colleagues)	0	
Facilitating communication in delicate situations and disagreements	9	8-12
Linking to previous knowledge	0	
Adapting language	1	3
Breaking down complicated information	3	5-7
Amplifying a dense text	0	
Streamlining a text	0	
General linguistic range	13	
Vocabulary range	8	
Grammatical accuracy	11	
Vocabulary control	0	
Phonological control	9	8-12
Sociolinguistic appropriateness	22	

Flexibility	8	7-12
Thematic development	11	5-12
Coherence and cohesion	14	
Propositional precision	2	8-9
Spoken fluency	18	
Building on pluricultural repertoire	1	8
READING		CLBs
Overall reading comprehension	23	
Reading correspondence	34	
Reading for orientation	32	
Reading for information and argument	58	
Reading instructions	25	
Reading as a leisure activity	2	6
Identifying cues and inferring	24	6-12
Overall written interaction	0	
Notes, messages and forms	1	1
Overall mediation	1	12
Relaying specific information	10	
Explaining data (e.g. in graphs, diagrams, charts etc.)	7	5-9
<i>Visually presenting information</i>	1	
Processing text	48	9
Note-taking (lectures, seminars, meetings, etc.)	0	
Expressing a personal response (to creative texts)	1	8
Analysis and criticism (of creative texts)	9	11-12
Linking to previous knowledge	0	
Adapting language	0	
Breaking down complicated information	2	7-8
Amplifying a dense text	0	
Streamlining a text	2	9-12
General linguistic range		
Vocabulary range	1	12
Sociolinguistic appropriateness	3	11-12
WRITING		CLBs
Overall written production	30	
Creative writing	9	3-11
Reports and essays	14	4-11
Planning	0	
Compensating	0	
Monitoring and repair	3	9-11
Overall written interaction	13	
Correspondence	38	
Notes, messages and forms	12	1-7
Online conversation and discussion	7	1-5
Overall mediation	0	

Relaying specific information in writing	3	1-5
Explaining data (e.g. in graphs, diagrams, charts etc.)	2	8-12
Processing text in writing	20	
Note-taking (lectures, seminars, meetings, etc.)	3	6-10
Expressing a personal response to creative texts	0	
Analysis and criticism of creative texts	1	12
Facilitating communication in delicate situations	1	12
Linking to previous knowledge	0	
Adapting language	0	
Breaking down complicated information	0	
Amplifying a dense text	0	
Streamlining a text	5	8-12
General linguistic range	9	
Vocabulary range	17	
Grammatical accuracy	17	
Vocabulary control	0	
Orthographic control	11	1-7
Sociolinguistic appropriateness	24	
Flexibility	6	7-12
Thematic development	9	7-12
Coherence and cohesion	18	2-12
Propositional precision	7	1-8
Building on pluricultural repertoire	5	9-12

Appendix 2: Programme for the benchmarking workshop

Friday 27th April 2018

08.30-9.00	Welcomes, Overview	
09.00-10.30 Block 1: All together CEFR samples rated onto CLB/NCLC	English (2 samples) <ul style="list-style-type: none"> - A2: Heidi & Joanna 6.00 - Pre-A1: Arlette & Micheline: 5.20 French (2 samples) <ul style="list-style-type: none"> - A1: Sally & Suzanne 10.20 - A2+ Deborah & Iryna 8.00 	
10.30-11.00	<i>Coffee</i>	
11.00-12.30 Block 2: All together CLB(NCLC samples rated onto CEFR	English (3 samples) <ul style="list-style-type: none"> - Level 2 (Ukrainian in light blue) 1.40 - Level 4 (Mexican-lady) 5.30 - Level 11 (blue scarf) 5.36 French (3 samples) <ul style="list-style-type: none"> - Level 6 (Peru-younger striped shirt) 5.44 - Level 8 (Spanish bourgeoise) 5.33 - Level 11 (Congolese woman) 7.40 	
	<i>Lunch</i>	
13.30-15.30 Block 3: Divided	Block 3e (English) CEFR samples to CLB (3 samples) <ul style="list-style-type: none"> - B2: Michaela & Doris 7.50 - B1: Renate & Rosemary 5.20 - B2+/C1: Annabelle & Xavier 14.17 	Block 3f (French) CEFR samples to NCLC (3 samples) <ul style="list-style-type: none"> - B1: Margarida & Mariana 10.20 - C2: Josue & Rachel 8.00 - B2+/C1: Ambrogio & Sylvia 13.30
15.30-16.00	<i>Coffee</i>	
16.00-18.00 Block 4: Divided	Block 4e (English) CLB samples to CEFR (4 samples) <ul style="list-style-type: none"> - Level 10 (good guy) 7.08 - Level 7 (fluent nurse) 9.07 - Level 5 (Indian-pancakes) 7.00 - Level 3 (Russian-light blue) 1.40 	Block 4f (French) NCLC samples to CEFR (4 samples) <ul style="list-style-type: none"> - Level 9 (Maurice woman) 4.25 - Level 7 (Israeli-curly hair) 5.12 - Level 5 (Fluent Venezuelan) 4.53 - Level 2 (Mexican with hat) 5.08

Saturday 28th April 2018

08.30-10.30 Block 5: All together CEFR samples rated onto CLB/NCLC CLB/NCLC samples rated onto CEFR	CEFR English (1 sample) - C1: Eva & Annemarie 9.10 CLB English (1 sample) - Level 8 (Mauritian) 4.54 NCLC French - Level 4 (Guatemala: older striped shirt) 3.43 NLCL French (- Pre-A1 (1) Zulfikar et Mohammed 4.11 -	
10.30-11.00	Coffee	
11.00-12.30 Block 6: Divided New samples rated to both CLB/NCLC and CEFR	Block 6e (English) 2 new samples - A1/A2 (3/4) Claudia and Carmela 5.35 - B2+/C1 (9/10) Jisha and Mohamed B 13.37	Block 6f (French) 2 new samples - A1/A2 (3/4): Claudia R et Jisha 9.26 - B2/C1 (7/10) : Tania and Claudia 9.14
12.30-13.30	Lunch	
13.30-15.30 Block 7: Divided New samples rated to both CLB/NCLC and CEFR	Block 7e (English) 3 new samples - B1+/B2 (6/7) Andrea and Mohamed 9.00 - A2+/B1 (4/6) Larissa and Farouk 10.33 - A2 (4/6) Fabio and Diana 11.12 Reserve: - A2+/B1 (5/6) Reem and Eman 7.30 - A1+/A2 (4) Rosa and Maha 8.17	Block 7f (French) 2 new samples - B1/B1+ (8/5): Martha et Gerardis 8.34 - B2+/C1: Natalya & Xi 13.30 Reserve: - Pre A1 (1) Dare Emmanuel et Greta 6.40 - B1/B1+ Valérie et Sophie 7.30
15.30-16.00	Closure: All together	

Appendix 3: Rating rubrics

Oral Assessment Grid

CLB: Stage III

	Global	Range and control	Fluency and coherence
12	Communicate with confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract, general and specialized topics.	Uses a wide range of concrete, abstract and idiomatic language appropriately, accurately and flexibly. Excellent control over an expanded variety of complex grammar structures; discourse not impeded.	Fluent for most demanding contexts. Speaks in coherent, connected discourse.
11	Communicate comfortably in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract, general and specialized topics.	Uses a wide range of concrete, abstract and idiomatic language appropriately, accurately and flexibly . Very good control over an expanded variety of complex grammar structures; discourse not impeded .	Fluent for many demanding contexts. Speaks in coherent, connected discourse.
10	Communicate with increasing confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract and general topics.	Uses an expanding range of concrete, abstract and idiomatic language suited to context and purpose. Good control over an expanded variety of complex grammar structures; discourse rarely impeded.	Fluent for an increasing range of demanding contexts. Speaks in coherent, connected discourse
9	Communicate with some confidence in demanding or challenging non-routine work, educational and social situations , and present information about complex, abstract and general topics.	Uses a range of concrete, abstract and idiomatic language suited to context and purpose . Good control over a variety of complex grammar structures; discourse rarely impeded.	Fluent for some demanding contexts . Speaks in coherent, connected discourse .
8	Communicates effectively and confidently in both formal and informal conversations on an expanded range of familiar topics. Can participate in a discussion involving abstract concepts. Can provide descriptions, present opinions, offer explanations Can support and defend ideas and opinions.	Uses an expanded inventory of concrete, idiomatic, and conceptual language. Discourse is rarely impeded by grammatical errors.	Fluent for moderately demanding contexts. Clear evidence of connected discourse.

Oral Assessment Grid

CLB: Stages I & II

	Global	Range and Control	Fluency and coherence
8	Communicates effectively and confidently in both formal and informal conversations on an expanded range of familiar topics. Can participate in a discussion involving abstract concepts . Can provide descriptions, present opinions, offer explanations. Can support and defend ideas and opinions .	Uses an expanded inventory of concrete, idiomatic, and conceptual language. Discourse is rarely impeded by grammatical errors.	Fluent for moderately demanding contexts with clear evidence of connected discourse.
7	Communicates comfortably in most common formal and informal situations. Can participate in a discussion that requires problem solving or decision-making. Can present a detailed analysis or comparison on an expanding range of familiar topics .	Uses an expanded inventory of concrete and idiomatic language. Discourse may occasionally be impeded by grammatical errors.	Demonstrates reasonable fluency and clear evidence of connected discourse.
6	Communicate with some confidence in routine social situations, and present concrete information in some detail about familiar topics of personal relevance. Can describe, report, and narrate.	Has a range of everyday vocabulary, which may include some idioms. Uses a variety of grammatical structures, some of them complex. Grammar, vocabulary and pronunciation difficulties may sometimes impede communication	Demonstrates reasonable fluency. Demonstrates clear evidence of connected discourse.
5	Communicates with some effort in short, routine social situations. Can present concrete information about needs and familiar topics of personal relevance .	Uses a variety of grammatical structures, some of them complex . Uses a range of common vocabulary, and perhaps some idioms. Grammar, vocabulary and pronunciation difficulties sometimes impede communication	Demonstrates clear evidence of connected discourse. May hesitate or pause frequently.
4	Participates in short, informal conversations with supportive listeners . Communicates information about common everyday activities, experiences, wants and needs . Can describe a situation using a variety of short sentences.	Uses vocabulary that is adequate for basic, everyday communication . Demonstrates control of basic grammar .	Fluency is adequate for simple conversations with some pauses or hesitations. Demonstrates clear evidence of connected discourse.
3	Participates with some difficulty in short, informal conversations. Communicates basic information using simple sentences about immediate needs and personal experiences . Sometimes requires support (from the assessor).	Uses vocabulary that is still somewhat limited for basic, everyday topics. Demonstrates some control of very basic grammar.	Fluency is just barely adequate for simple conversations. Speaks in short sentences with some evidence of connected discourse.
2	Communicates in a limited way on topics directly relating to personal experience. Asks and responds to simple, routine, predictable questions on familiar topics. Often requires support (from assessor).	Vocabulary is limited for basic everyday, routine communication. Uses incomplete grammatical structures, with inflections or function words missing.	Fluency is not adequate to sustain simple conversations. Displays no evidence of connected discourse.
1	Speaks very little, mostly responding to questions (from the assessor). Depends heavily on gestures or even switches to first language. Requires a great deal of support (from the assessor).	Displays very limited use of vocabulary. Has almost no control of basic grammar and structure.	Uses single-word responses, or short (2-3 word) phrases.

Évaluation orale

NCLC : Stade III

	Structures/Verbes	Vocabulaire	Fluidité	Cohérence
12	Possède une excellente maîtrise d'une gamme étendue de structures grammaticales complexes. Possède une excellente maîtrise de la langue sous tous les aspects , fait preuve de créativité et peut manier diverses formes du discours avec aisance en faisant très peu d'erreurs grammaticales ou lexicales.	Comme niveau 11	S'exprime avec une aisance et une spontanéité semblables à celles des locuteurs de la langue cible . Adapte aisément son discours à des situations et à des auditoires très variés, et tient compte des conventions sociolinguistiques. Fait ponctuellement des erreurs de grammaire ou de prononciation qui ne nuisent pas à la communication.	Comme niveau 11
11	Possède une très bonne maîtrise d'une gamme étendue de structures grammaticales complexes. Possède une bonne maîtrise de la langue et fait preuve de créativité en commettant très peu d'erreurs grammaticales ou lexicales.	Emploie un vocabulaire étendu et précis, concret et abstrait, riche , technique et spécialisé. Emploie convenablement une gamme étendue d'expressions concrètes, abstraites et idiomatiques avec précision et souplesse , dont des figures de style et des références culturelles.	S'exprime de façon semblable à celle des locuteurs de la langue cible . Adapte aisément son discours à des situations et à des auditoires très variés, et tient compte des conventions socio-linguistiques. Fait ponctuellement des erreurs de grammaire ou de prononciation qui ne nuisent pas à la communication.	Emploie un discours cohérent et enchaîné. Tient un discours clair, structuré et soigné. Développe ses idées et présente les renseignements clairement. Emploie des figures de style (allégorie, exagération), des tournures et d'autres moyens (<i>définition, généralisation, résumé</i>) pour aider l'auditoire à suivre.
10	Possède une bonne maîtrise d'une gamme étendue de structures grammaticales complexes. Fait des exposés préparés presque toujours exempts d'erreurs , mais qui peuvent sembler peu naturels sur le plan de l'élocution.	Emploie un vocabulaire étendu et précis, concret et abstrait, général ou technique. Emploie une gamme croissante d'expressions concrètes, abstraites et idiomatiques convenant au contexte et à l'objet de la communication, et pouvant inclure des figures de style et des références culturelles .	Comme niveau 9	Comme niveau 9
9	Possède une bonne maîtrise des structures grammaticales complexes. Fait des exposés préparés relativement exempts d'erreurs, mais qui peuvent sembler peu naturels sur le plan de l'élocution.	Emploie un vocabulaire étendu et précis, concret et abstrait, général ou technique. Emploie une gamme d'expressions concrètes, abstraites et idiomatiques convenant au contexte et à l'objet de la communication, et pouvant inclure certaines figures de style et références culturelles.	S'exprime avec fluidité. Adapte son discours à des situations et à des auditoires très variés, et tient compte des conventions sociolinguistiques. Fait des erreurs de grammaire ou de prononciation qui nuisent rarement à la communication.	Emploie un discours cohérent et enchaîné. Tient un discours clair, structuré et soigné. Développe ses idées et présente les renseignements clairement. Emploie des figures de style, des tournures et d'autres moyens pour aider l'auditoire à suivre (<i>définition, généralisation, résumé</i>).
8	Emploie des structures variées et adapte son discours pour plus de clarté et de précision . Emploie les modes et les temps de verbe requis pour exprimer une hypo- thèse ou une opinion .	Emploie un vocabulaire étendu , vocabulaire concret ou abstrait, général ou spécialisé, précis et adapté à diverses situations de communication pouvant comporter des expressions idiomatiques.	Communique avec assurance et fluidité de sujets d'intérêt général. Débit normal malgré des reformulations et des autocorrections. Erreurs de prononciation peu fréquentes qui entravent rarement la communication . Discours facilement compris malgré quelques rares erreurs	Développe un sujet abstrait à l'aide de nombreux détails pertinents enchaînés de façon logique . Le discours se déroule d'une façon logique, ce qui nous permet de suivre aisément le développement.

Évaluation orale

NCLC : Stades I & II

	Structures/Verbes	Vocabulaire	Fluidité	Cohérence
8	Emploie des structures variées et adapte son discours pour plus de clarté et de précision . Emploie les modes et les temps de verbe requis pour exprimer une hypo- thèse ou une opinion .	Emploie un vocabulaire étendu . vocabulaire concret ou abstrait, général ou spécialisé, précis et adapté à diverses situations de communication pouvant comporter des expressions idiomatiques.	Communique avec assurance et fluidité de sujets d'intérêt général. Débit normal malgré des reformulations et des autocorrections. Erreurs de prononciation peu fréquentes qui entravent rarement la communication . Discours facilement compris malgré quelques rares erreurs	Développe un sujet abstrait à l'aide de nombreux détails pertinents enchaînés de façon logique . Le discours se déroule d'une façon logique, ce qui nous permet de suivre aisément le développement.
7	Emploie des structures variées pour exprimer l'idée de possibilité ou de probabilité . Emploie les modes et les temps de verbe requis pour exprimer la possibilité ou la probabilité .	Emploie un vocabulaire précis . Vocabulaire permettant l'expression de détails ou de nuances liés à des domaines diversifiés, y compris des domaines spécialisés.	Parle longue ment et aisément de sujets d'intérêt ; ajuste le débit, le volume et l'intonation en fonction du discours. Débit de lent à normal avec fréquentes reformulations et autocorrections . Prononce et articule bien malgré de rares ambiguïtés .	Développe un sujet concret à l'aide de nombreux détails pertinents enchaînés de façon logique . Le discours se déroule d'une façon logique.
6	Emploie des structures simples et complexes . Emploie les temps de verbe requis pour parler de situations au passé. Respecte et maintient la concordance des temps du passé.	Emploie un vocabulaire varié pour rendre compte des détails . Vocabulaire comportant des mots ou expressions synonymes, génériques ou spécifiques ; adéquat pour rendre compte des détails.	Parle, avec une certaine aisance , de sujets concrets et familiers. Débit de lent à normal. Parle de façon intelligible, mais quelques ambiguïtés de prononciation ou d'articulation subsistent. Quelques méprises (erreurs de prononciation, de vocabulaire, de morphologie verbale ou d'accord).	Produit un discours enchaîné en fournissant des détails suffisants, liés au sujet . Emploie une variété de marqueurs de relation de façon appropriée. Les phrases s'enchaînent normalement.
5	Emploie des structures grammaticales simples et quelques structures complexes . Emploie (la plupart du temps) les temps de verbe requis pour parler de situations au passé .	Emploie un vocabulaire courant sans toujours utiliser les bons déterminants et les bons accords . Mots et expressions relevant de domaines connus ; erreurs dans les déterminants :	Parle de sujets concrets et familiers avec un peu d'effort et avec, au besoin, de l'aide ponctuelle . Parole un peu malaisée malgré les sujets concrets et connus ; aide rarement requise. Parle de façon intelligible malgré de fréquentes ambiguïtés de prononciation ou d'articulation. Débit de lent à normal.	Produit un discours enchaîné, mais avec un manque de détails et de précision. Emploie à répétition certains marqueurs de relation — trop souvent répétés
4	Emploie des structures grammaticales simples . Emploie des verbes autres que le présent .	Emploie un vocabulaire simple, mais suffisant . Mots et expressions d'usage courant permettant de communiquer des messages simples.	Communique de façon simple, mais soutenue . Débit de lent à normal, avec pauses et hésitations fréquentes . Parole guidée, au besoin, par les questions de l'interlocuteur.	Produit généralement un discours enchaîné. Utilise des phrases simples le plus souvent liées entre elles
3	Emploie des phrases courtes détachées . Emploie des verbes au présent .	Emploie un vocabulaire restreint . Mots et expressions d'usage courant Utiles dans des situations familières de la vie quotidienne.	Communique de façon simple , en ayant parfois recours à des gestes. Débit lent, pauses et hésitations fréquentes . Parole guidée, au besoin, par les questions de l'interlocuteur.	Produit à l'occasion un discours enchaîné. Quelques mots ou expressions ou quelques phrases très simples liées entre elles.
2	Emploie des expressions simples . Emploie quelques verbes, surtout à l'infinitif.	Emploie un vocabulaire rudimentaire . Vocabulaire tout juste suffisant pour se faire comprendre.	Communique de façon élémentaire en ayant souvent recours à des gestes. Parle très lentement, avec pauses et hésitations fréquentes. Parole en grande partie guidée par les interventions de l'interlocuteur	Décrit de façon rudimentaire : mots ou expressions non enchaînés.
1	Emploie des mots détachés . Utilise des verbes mémorisés ou à l'infinitif.	Emploie un vocabulaire très limité (mots et gestes) . Expressions mémorisées, termes génériques, suffisants pour des messages très simples.	Communique de façon très élémentaire en ayant souvent recours à des gestes. Parle très lentement , avec pauses et hésitations fréquentes.	La brièveté des réponses ne permet pas de juger de la cohérence.

LEARNER

Initial individual vote

Vote individuel initial

Range & Control	Fluency & Coherence
<input type="text"/>	<input type="text"/>

2nd vote after discussing criteria with partner2^e vote après discussion des critères avec votre partenaire

Final vote after reflecting on histogram

Vote final après réflexion sur l'histogramme

LEARNER

Initial individual vote

Vote individuel initial

Range & Control	Fluency & Coherence
<input type="text"/>	<input type="text"/>

2nd vote after discussing criteria with partner2^e vote après discussion des critères avec votre partenaire

Final vote after reflecting on histogram

Vote final après réflexion sur l'histogramme

LEARNER

Initial individual vote

Vote individuel initial

Structures/Verbes	Vocabulaire	Fluidité	Cohérence
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2nd vote after
discussing criteria with
partner

2^e vote après discussion
des critères avec votre
partenaire

Final vote after
reflecting on histogram

Vote final après
réflexion sur
l'histogramme

LEARNER

Initial individual vote

Vote individuel initial

Structures/Verbes	Vocabulaire	Fluidité	Cohérence
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2nd vote after
discussing criteria
with partner

2^e vote après
discussion des critères
avec votre partenaire

Final vote after
reflecting on
histogram

Vote final après
réflexion sur
l'histogramme

ORAL ASSESSMENT CRITERIA GRID: CEFR Table 3; Manual Table 5.5

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	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.	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.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can 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 skillfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can 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.	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.
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	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 ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

SUPPLEMENTARY CRITERIA GRID: "Plus Levels"

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2					
C1					
B2+	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	Shows good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	Can intervene appropriately in discussion, exploiting a variety of suitable language to do so, and relating his/her own contribution to those of other speakers.	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
B2					
B1+	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influences.	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.	Can exploit a basic repertoire of strategies to keep a conversation or discussion going. Can give brief comments on others views during discussion. Can intervene to check and confirm detailed information.	<i>Can link utterances into connected discourse using a limited number of simple connectors.</i>
B1					
A2+	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, though he/she will generally have to compromise the message and search for words.	<i>Uses a limited number of simple structures reasonably accurately in common and predictable everyday situations.</i>	Can adapt rehearsed memorised simple phrases to particular situations with sufficient ease to handle short routine exchanges without undue effort, despite very noticeable hesitation and false starts.	Can initiate, maintain and close simple, restricted face-to-face conversation, asking and answering questions on topics of interest, pastimes and past activities. Can interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted.	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
A2					
A1					

SUPPLEMENTARY CEFR SCALES

	SUSTAINED MONOLOGUE: Describing Experience
C2	Can give clear, smoothly-flowing, elaborate and often memorable descriptions.
C1	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating subthemes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Can describe the personal significance of events and experiences in detail.
B1+	Can clearly express feelings about something experienced and give reasons to explain those feelings.
B1	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.
A2+	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.
A2	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.
A1	Can describe him/herself, what he/she does and where he/she lives.

	OVERALL SPOKEN INTERACTION
C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2+	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1+	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2+	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
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 his/her own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

GRILLE DES CRITERES D'EVALUATION DE L'ORAL TABLEAU 3 DU CECR

	ÉTENDUE	CORRECTION	AISANCE	INTERACTION	COHÉRENCE
C2	Montre une grande souplesse dans la reformulation des idées sous des formes linguistiques différentes lui permettant de transmettre avec précision des nuances fines de sens afin d'insister, de discriminer ou de lever l'ambiguïté. A aussi une bonne maîtrise des expressions idiomatiques et familières.	Maintient constamment un haut degré de correction grammaticale dans une langue complexe, même lorsque l'attention est ailleurs (par exemple, la planification ou l'observation des réactions des autres).	Peut s'exprimer longuement, spontanément dans un discours naturel en évitant les difficultés ou en les rattrapant avec assez d'habileté pour que l'interlocuteur ne s'en rende presque pas compte.	Peut interagir avec aisance et habileté en relevant et utilisant les indices non verbaux et intonatifs sans effort apparent. Peut intervenir dans la construction de l'échange de façon tout à fait naturelle, que ce soit au plan des tours de parole, des références ou des allusions, etc.	Peut produire un discours soutenu cohérent en utilisant de manière complète et appropriée des structures organisationnelles variées ainsi qu'une gamme étendue de mots de liaisons et autres articulateurs.
C1	A une bonne maîtrise d'une grande gamme de discours parmi lesquels il peut choisir la formulation lui permettant de s'exprimer clairement et dans le registre convenable sur une grande variété de sujets d'ordre général, éducationnel, professionnel ou de loisirs, sans devoir restreindre ce qu'il/elle veut dire.	Maintient constamment un haut degré de correction grammaticale ; les erreurs sont rares, difficiles à repérer et généralement auto-correctées quand elles surviennent.	Peut s'exprimer avec aisance et spontanéité presque sans effort. Seul un sujet conceptuellement difficile est susceptible de gêner le flot naturel et fluide du discours.	Peut choisir une expression adéquate dans un répertoire courant de fonctions discursives, en préambule à ses propos, pour obtenir la parole ou pour gagner du temps pour la garder pendant qu'il/elle réfléchit.	Peut produire un texte clair, fluide et bien structuré, démontrant un usage contrôlé de moyens linguistiques de structuration et d'articulation.
B2+					
B2	Possède une gamme assez étendue de langue pour pouvoir faire des descriptions claires, exprimer son point de vue et développer une argumentation sans chercher ses mots de manière évidente.	Montre un degré assez élevé de contrôle grammatical. Ne fait pas de fautes conduisant à des malentendus et peut le plus souvent les corriger lui/elle-même.	Peut parler relativement longtemps avec un débit assez régulier ; bien qu'il /elle puisse hésiter en cherchant structures ou expressions, l'on remarque peu de longues pauses.	Peut prendre l'initiative de la parole et son tour quand il convient et peut clore une conversation quand il le faut, encore qu'éventuellement sans élégance. Peut faciliter la poursuite d'une discussion sur un terrain familier en confirmant sa compréhension, en sollicitant les autres, etc.	Peut utiliser un nombre limité d'articulateurs pour lier ses phrases en un discours clair et cohérent bien qu'il puisse y avoir quelques "sauts" dans une longue intervention.
B1+					
B1	Possède assez de moyens linguistiques et un vocabulaire suffisant pour s'en sortir avec quelques hésitations et quelques périphrases sur des sujets tels que la famille, les loisirs et centres d'intérêt, le travail, les voyages et l'actualité	Utilise de façon assez exacte un répertoire de structures et "schémas" fréquents, courants dans des situations prévisibles.	Peut discourir de manière compréhensible, même si les pauses pour chercher ses mots et ses phrases et pour faire ses corrections sont très évidentes, particulièrement dans les séquences plus longues de production libre.	Peut engager, soutenir et clore une conversation simple en tête-à-tête sur des sujets familiers ou d'intérêt personnel. Peut répéter une partie de ce que quelqu'un a dit pour confirmer une compréhension mutuelle.	Peut relier une série d'éléments courts, simples et distincts en une suite linéaire de points qui s'enchaînent.
A2+					
A2	Utilise des structures élémentaires constituées d'expressions mémorisées, de groupes de quelques mots et d'expressions toutes faites afin de communiquer une information limitée dans des situations simples de la vie quotidienne actualité.	Utilise des structures simples correctement mais commet encore systématiquement des erreurs élémentaires.	Peut se faire comprendre dans une brève intervention même si la reformulation, les pauses et les faux démarrages sont évidents.	Peut répondre à des questions et réagir à des déclarations simples. Peut indiquer qu'il/elle suit mais est rarement capable de comprendre assez pour soutenir la conversation de son propre chef.	Peut relier des groupes de mots avec des connecteurs simples tels que "et", "mais" et "parce que".
A1	Possède un répertoire élémentaire de mots et d'expressions simples relatifs à des situations concrètes particulières	A un contrôle limité de quelques structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé	Peut se débrouiller avec des énoncés très courts, isolés, généralement stéréotypés, avec de nombreuses pauses pour chercher ses mots, pour prononcer les moins familiers et pour remédier à la communication.	Peut répondre à des questions simples et en poser sur des détails personnels. Peut interagir de façon simple, mais la communication dépend totalement de la répétition avec un débit plus lent, de la reformulation et des corrections.	Peut relier des mots ou groupes de mots avec des connecteurs très élémentaires tels que "et" ou "alors".

GRILLE DES CRITERES SUPPLEMENTAIRES : NIVEAUX PLUS

	ÉTENDUE	CORRECTION	AISANCE	INTERACTION	COHÉRENCE
C2					
C1					
B2+	Peut s'exprimer clairement et sans donner l'impression d'avoir à restreindre ce qu'il/elle souhaite dire.	A un bon contrôle grammatical ; des bévues occasionnelles, des erreurs non systématiques et de petites fautes syntaxiques peuvent encore se produire mais elles sont rares et peuvent souvent être corrigées rétrospectivement.	Peut communiquer avec spontanéité, montrant souvent une remarquable aisance et une facilité d'expression même dans des énoncés complexes assez longs. Peut recourir à des circonlocutions et des paraphrases pour masquer des lacunes lexicales ou grammaticales.	Peut intervenir de manière adéquate dans une discussion, en utilisant des moyens d'expression appropriés et peut relier habilement sa propre contribution à celle d'autres interlocuteurs.	Peut utiliser avec efficacité une grande variété de mots de liaison pour marquer clairement les relations entre les idées.
B2					
B1+	Possède une gamme assez étendue de langue pour décrire des situations imprévisibles, expliquer le point principal d'un problème ou d'une idée avec assez de précision et exprimer sa pensée sur des sujets abstraits ou culturels tels que la musique ou le cinéma.	Communique avec une correction suffisante dans des contextes familiers ; en règle générale, a un bon contrôle grammatical malgré de nettes influences de la langue maternelle.	Peut s'exprimer avec une certaine aisance. Malgré quelques problèmes de formulation ayant pour conséquence pauses et impasses, est capable de continuer effectivement à parler sans aide.	Peut exploiter un répertoire élémentaire de langue et de stratégies pour faciliter la suite de la conversation ou de la discussion. Peut faire de brefs commentaires sur les points de vue des autres pendant une discussion. Peut intervenir pour vérifier et confirmer le détail d'une information.	<i>Peut relier ses phrases dans discours en utilisant un nombre limité de connecteurs simples.</i>
B1					
A2+	Possède un répertoire de langue élémentaire qui lui permet de se débrouiller dans des situations courantes au contenu prévisible, bien qu'il lui faille généralement chercher ses mots et trouver un compromis par rapport à ses intentions de communication.	<i>Utilise de façon assez correcte un nombre limité de structures simples dans des situations courantes et prévisible de la vie quotidienne.</i>	Peut adapter des phrases simples répétées et mémorisées à des situations particulières avec suffisamment d'aisance pour se débrouiller dans des échanges de routine sans effort excessif, malgré des hésitations et des faux démarrages évidents.	Peut commencer, poursuivre et terminer une simple conversation en tête-à-tête sur des sujets familiers ou d'intérêt personnel, passe-temps, et activités passées. Peut interagir avec suffisamment d'aisance dans des situations structurées, à condition d'être aidé, mais la participation à une discussion libre est assez restreinte.	Peut utiliser les articulations les plus fréquentes pour relier des énoncés afin de raconter une histoire ou décrire quelque chose sous forme d'une simple liste de points.
A2					
A1					

ECHELLES COMPLEMENTAIRES DU CECR

MONOLOGUE SUIVI : Décrire l'expérience

	MONOLOGUE SUIVI : Décrire l'expérience
C2	Peut faire des descriptions limpides et courantes, élaborées et souvent mémorables.
C1	Peut faire une description claire et détaillée de sujets complexes. Peut faire une description ou une narration élaborées, en y intégrant des thèmes secondaires, en développant certains points et en terminant par une conclusion appropriée.
B2	Peut faire une description claire et détaillée d'une gamme étendue de sujets en relation avec son domaine d'intérêt. Peut dire de façon détaillée en quoi des événements et des expériences le/la touchent personnellement.
B1+	Peut exprimer clairement ses sentiments par rapport à quelque chose qu'il/elle a vécu et expliquer pourquoi il/elle ressent ces sentiments.
B1	Peut faire une description directe et simple de sujets familiers variés dans le cadre de son domaine d'intérêt. Peut rapporter assez couramment une narration ou une description simples sous forme d'une suite de points. Peut relater en détail ses expériences en décrivant ses sentiments et ses réactions. Peut relater les détails essentiels d'un événement fortuit tel un accident. Peut raconter l'intrigue d'un livre ou d'un film et décrire ses propres réactions. Peut décrire un rêve, un espoir ou une ambition. Peut décrire un événement, réel ou imaginaire. Peut raconter une histoire.
A2+	Peut raconter une histoire ou décrire quelque chose par une simple liste de points. Peut décrire les aspects de son environnement quotidien tels que les gens, les lieux, l'expérience professionnelle ou scolaire. Peut faire une description brève et élémentaire d'un événement ou d'une activité. Peut décrire des projets et préparatifs, des habitudes et occupations journalières, des activités passées et des expériences personnelles. Peut décrire et comparer brièvement, dans une langue simple, des objets et choses lui appartenant. Peut expliquer en quoi une chose lui plaît ou lui déplaît.
A2	Peut décrire sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date. Peut décrire les gens, lieux et choses en termes simples.
A1	Peut se décrire, décrire ce qu'il/elle fait, ainsi que son lieu d'habitation.

INTERACTION ORALE GÉNÉRALE

	INTERACTION ORALE GÉNÉRALE
C2	Possède une bonne maîtrise d'expressions idiomatiques et de tournures courantes, avec une conscience du sens connotatif. Peut exprimer avec précision des nuances fines de signification, en utilisant assez correctement une gamme étendue de modalités. Peut revenir sur une difficulté et la restructurer de manière si habile que l'interlocuteur s'en rende à peine compte.
C1	Peut s'exprimer avec aisance et spontanéité, presque sans effort.. Possède une bonne maîtrise d'un vaste répertoire lexical lui permettant de surmonter facilement des lacunes par des périphrases avec apparemment peu de recherche d'expressions ou de stratégies d'évitement. Seul un sujet conceptuellement difficile est susceptible de gêner le flot naturel et fluide du discours.
B2+	Peut utiliser la langue avec aisance, correction et efficacité dans une gamme étendue de sujets d'ordre général., éducationnel, professionnel et concernant les loisirs, en indiquant clairement les relations entre les idées. Peut communiquer spontanément avec un bon contrôle grammatical sans donner l'impression d'avoir à restreindre ce qu'il/elle souhaite dire et avec le degré de formalisme adapté à la circonstance
B2	Peut communiquer avec un niveau d'aisance et de spontanéité tel qu'une interaction soutenue avec des locuteurs natifs soit tout à fait possible sans entraîner de tension d'une part ni de autre. Peut mettre en valeur la signification personnelle de faits et d'expériences, exposer ses opinions et les défendre avec pertinence en fournissant explications et arguments.
B1+	Peut communiquer avec une certaine assurance sur des sujets familiers habituels ou non en relation avec ses intérêts et son domaine professionnel. Peut échanger, vérifier et confirmer des informations, faire face à des situations moins courantes et expliquer pourquoi il y a une difficulté. Peut exprimer sa pensée sur un sujet abstrait ou culturel comme un film, des livres, de la musique, etc.
B1	Peut exploiter avec souplesse une gamme étendue de langue simple pour faire face à la plupart des situations susceptibles de se produire au cours d'un voyage. Peut aborder sans préparation une conversation sur un sujet familier, exprimer des opinions personnelles et échanger de l'information sur des sujets familiers, d'intérêt personnel ou pertinents pour la vie quotidienne (par exemple, la famille, les loisirs, le travail, les voyages et les faits divers)
A2+	Peut interagir avec une aisance raisonnable dans des situations bien structurées et de courtes conversations à condition que l'interlocuteur apporte de l'aide le cas échéant.. Peut faire face à des échanges courants simples sans effort excessif ; peut poser des questions, répondre à des questions et échanger des idées et des renseignements sur des sujets familiers dans des situations familières prévisibles de la vie quotidienne.
A2	Peut communiquer dans le cadre d'une tâche simple et courante ne demandant qu'un échange d'information simple et direct sur des sujets familiers relatifs au travail et aux loisirs. Peut gérer des échanges de type social très courts mais est rarement capable de comprendre suffisamment pour alimenter volontairement la conversation..
A1	Peut interagir de façon simple, mais la communication dépend totalement de la répétition avec un débit plus lent, de la reformulation et des corrections. Peut répondre à des questions simples et en poser, réagir à des affirmations simples et en émettre dans le domaine des besoins immédiats ou sur des sujets très familiers.

LEARNER				
Initial individual vote		<div></div>	Vote individuel initial	
RANGE ÉTENDUE	ACCURACY CORRECTION	FLUENCY AISANCE	INTERACTION INTERACTION	COHERENCE COHÉRENCE
2 nd vote after discussing criteria with partner		<div></div>	2 ^e vote après discussion des critères avec votre partenaire	
Final vote after reflecting on histogram		<div></div>	Vote final après réflexion sur l'histogramme	

LEARNER				
Initial individual vote		<div></div>	Vote individuel initial	
RANGE ÉTENDUE	ACCURACY CORRECTION	FLUENCY AISANCE	INTERACTION INTERACTION	COHERENCE COHÉRENCE
2 nd vote after discussing criteria with partner		<div></div>	2 ^e vote après discussion des critères avec votre partenaire	
Final vote after reflecting on histogram		<div></div>	Vote final après réflexion sur l'histogramme	

LEARNER

Initial individual vote

Vote individuel initial

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
ÉTENDUE	CORRECTION	AISANCE	INTERACTION	COHÉRENCE

2nd vote after
discussing criteria with
partner

2^e vote après discussion
des critères avec votre
partenaire

Final vote after
reflecting on histogram

Vote final après réflexion
sur l'histogramme

CLB/NCLC

CLB/NCLC

LEARNER

Initial individual vote

Vote individuel initial

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
ÉTENDUE	CORRECTION	AISANCE	INTERACTION	COHÉRENCE

2nd vote after discussing
criteria with partner

2^e vote après discussion
des critères avec votre
partenaire

Final vote after
reflecting on histogram

Vote final après réflexion
sur l'histogramme

CLB/NCLC

CLB/NCLC

Appendix 4: Distance mapping by participants

Listening

	A	B	C	D	E	F	G	H	I	Average
12	C1/C2	C2	C2-	C2++	C1+/C2	C2	Low C2	Low C2	C2	C2
11	C1	C1+	C1	C2+	C1+	C1(+)	C1	C1	C1+/C2	High C1
10	C1	C1	C1-	C2	C1	C1	B2+/C1	B2+/C1	C1/C1+	Low C1
9	B2/B2+	B2+/C1	C1-	C1	B2+/C1	B2+/C1	B2+	B2+	B2+/C1	B2+/C1
8	B2	B2+	B2+/C1	B2+	B2+	B2+	B2	B2	B2/B2+	B2/B2+
7	B1+/B2	B2	B2/B2+	B2+	B2	B2	B1+/B2	B1+/B2	B2	B2
6	B1	B1+	B1+	B2	B1+	B1+	B1	B1	B1+	B1/B1+
5	A2+/B1	B1	B1	B1+	B1	B1	A2+	A2+	B1	Low B1
4	A2+	A2+	A2+/B1	B1	A2+/B1	A2+/B1	A2	A2	A2+/B1	A2+
3	A2	A2	A2/A2+	A2/A2+	A1/A2	A2	A1	A1	A1+/A2	A2
2	A1	A1	High A1	A1	Pre-A1/A1	A1	Low A1	Low A1	Low A1	A1
1	Pre-A1	Pre-A1	Pre-A1/A1	Pre-A1/A1	Pre-A1/A1	Pre-A1	Pre-A1	Pre-A1	Pre-A1/A1	Pre-A1

Speaking

	J	K	L	M	N	O	P	Q	Average
12	C1/C2	C1/C2	C2	C2	C2(+)	C1/C2	C1/C2	C2(+)	C2
11	High C1	High C1	C1/C2	C1/C2	C2	Low C1	Low C1	C2	C1/C2
10	C1	C1	Low C1	C1	C1	B2+	B2+	C1	Low C1
9	High B2+	High B2+	B2+	Good B2	C1	B2+	B2+	C1	High B2+
8	B2+	B2+	B2	B2	B2/B2+	High B2	High B2	B2+	B2/B2+
7	B2/B2+	B2/B2+	High B1	B1/B2	B2	B1+	B1+	B2	B1+/B2
6	B1+/B2	B1+/B2	B1	B1	B1+	B1+	B1+	B1+	B1+
5	A2+/B1	A2+/B1	Low B1	Low B1	B1	B1/B1+	B1/B1+	Low B1	Low B1
4	A2/A2+	A2/A2+	A2/A2+	A2	A2	A2+/B1	A2+/B1	A2+	A2+
3	A1/A2	A1/A2	A2	Low A2	A1/A2	A2	A2	A1/A2	A1/A2
2	A1	A1	High A1	A1	A1	High A1	High A1	A1	A1
1	Pre-A1/A1	Pre-A1/A1	Pre-A1	Pre-A1/A1	Pre-A1/A1	Pre-A1	Pre-A1	Pre-A1/A1	Pre-A1/A1

Reading

	R	S	T	U	V	W	X	Y	Average
12	C2	C2	C2+	C2	C2+	C2	High C2	C2	C2
11	C2	C1	C2	C2	C2	C1/C2	C1/C2	B2/C1/C2	C1/C2
10	C1	B2/C1	C1/C1+	C1	C1/C1+	C1	C1	C1+	C1
9	C1	???	B2+/C1	C1	B2+/C1	B2+/C1	B2+/C1	B2	B2+/C1
8	B2+	B2	B2/B2+	B2+	B2/B2+	B2+	B2+	B1+/B2	B2/B2+
7	B2	B1+	B1+/B2	B2	B1+/B2	B2	B2	B1/B2	B1+/B2
6	B1+	B1	B1/B1+	B1+	B1/B1+	Low B2	Low B2	B1/B2	B1+
5	B1	B1	B1	B1	B1	B1	B1	A2+/B1/B2	B1
4	A2+	A2+	A2+	A2+	A2+	A2+/B1	A2+/B1	A2/A2+	A2+
3	A2	A2	A2	A2	A2	A2	A2	A2	A2
2	A1	A1	A1	A1+	A1	Low A2	Low A2	A1/A2	A1/A2
1	Pre-A1	Pre-A1	Pre-A1	A1	Pre-A1	A1	A1	A1	Pre-A1 / A1

Writing

	Z	AA	BB	CC	DD	Average
12	C2	C2	C2+	C2	N/A	C2
11	High C1	High C1	C2	C1	N/A	High C1
10	C1	C1	C1+	C1	N/A	C1
9	B2+/C1	B2+/C1	C1	C1	N/A	B2+/C1
8	B2/B2+	High B2	B2+	B2	N/A	High B2
7	B1+/B2	B1+/B2	B2	B2	N/A	B1+/B2
6	B1/B1+	B1/B1+	B1+	B1+	N/A	B1/B1+
5	B1	B1	B1	B1	B1	B1
4	A2/A2+	A2/A2+	A2+	A2	A2+	A2/A2+
3	A2	A2	A2	A2	A2	A2
2	A1	A1	A1+	A1	A1/A1+	High A1
1	Pre-A1	Pre-A1/A1	A1	A1	Low A1	Pre-A1/A1

Appendix 5: Content analysis: detailed mapping

When the best match to the CLB/NCLC content is higher than the overall CEFR level for the benchmark in question, the level of the CEFR descriptor is shown in **green**; when the best match is lower it is shown in **red**.

Listening

CLB NCLC	CEFR	CLB/NCLC	CEFR
12	C1/ C2	<ul style="list-style-type: none"> ✓ Understand an extensive range of complex abstract formal and informal communication on <u>most general and specialized topics</u>. ✓ Spoken clearly at a normal to fast rate ✓ Related to unfamiliar, abstract, conceptual or technical matters ✓ In demanding contexts / <u>Très exigeant</u>, imprévisible et pouvant mettre en cause des situations à enjeux élevés. ✓ Identifies, analyzes and critically evaluates communication 	<ul style="list-style-type: none"> ✓ C1 Overall: Can understand enough to follow extended speech on <u>abstract and complex topics beyond his/her own field</u>, though he/she may need to confirm occasional details, especially if the accent is unfamiliar ✓ C1 Other: Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a <u>natural speed in accents that are familiar to the listener</u>. ✓ C1 Overall: Can understand enough to follow extended speech on <u>abstract and complex topics beyond his/her own field</u>, though he/she may need to confirm occasional details, especially if the accent is unfamiliar ✓ C1 Adapting: Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a listener who does not have specialist knowledge. ✓ C1 Audience: Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. ✓ C1 Other: Can identify the attitude of each speaker in an <u>animated discussion characterised by overlapping turns, digressions and colloquialisms</u> that is delivered at a natural speed in accents that are familiar to the listener. ✓ C1 Formal Discussion: Can <u>restate, evaluate and challenge contributions</u> from other participants about matters within his/her academic or professional competence.

	<ul style="list-style-type: none"> ✓ Understands a wide range of concrete, abstract and technical language appropriate for the content and purpose ✓ Uses knowledge of complex grammar and syntax to interpret nuances in meaning ✓ Infers meaning from almost all unstated information ✓ •Recognizes the nuances in different styles, registers and language varieties ✓ •Has <u>almost no difficulty</u> interpreting verbal humour, low-frequency idioms, irony, sarcasm, cultural references and figurative, symbolic and idiomatic language <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ •Understand the nuances and subtleties of propositionally and linguistically complex communication between diverse speakers. ✓ – Identifies unstated conflicts, challenges and differences of opinion. ✓ – Identifies instances of politeness and cooperation (and their violations) through paralinguistic and linguistic clues. ✓ – Identifies examples of imposition, disrespect, criticism and sarcasm, whether explicit or implied. 	<ul style="list-style-type: none"> ✓ C1 Vocab Range: Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation. ✓ C2 Vocab Range: Has a good command of a <u>very broad lexical repertoire</u> including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning) ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. ✓ C2 Audience: Can make appropriate inferences when links or implications are not made explicit. ✓ C1 Watch: Can <u>understand nuances and implied meaning</u> in <u>most</u> films, plays and TV programmes, provided these are delivered in the standard language. ✓ C2 Analysis: Can recognise the rhetorical effect, <u>and stylistic language use</u> (e.g. metaphors, abnormal syntax, ambiguity), interpreting and ‘unpacking’ meanings and connotations. ✓ C1 Sociolinguistic: Can understand <u>humour, irony and implicit cultural references</u> and pick up nuances of meaning or opinion. ✓ C2 Audience: Can get the point of <u>jokes or allusions</u> in a presentation. ✓ C2 Salient characteristics: Subtle distinctions of style and implicit as well as explicit meaning. Finer points and implications. ✓ C1 Other: Can <u>easily follow complex interactions between third parties in group discussion and debate</u>, even on abstract, complex unfamiliar topics. ✓ C2 Facil Pluricultural: Can guide a sensitive discussion effectively, <u>identifying nuances and undercurrents</u>. ✓ C2 Sociolinguistic: <u>Appreciates virtually all the sociolinguistic and sociocultural implications</u> of language used by proficient speakers of the target language and can react accordingly. ✓ C2 Processing: Can explain inferences when links or implications are not made explicit and point out sociocultural implications of the speaker/writer’s form of expression (e.g. <u>understatement, irony, sarcasm</u>).
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	<ul style="list-style-type: none"> ✓ – Evaluates expressions in terms of cultural norms commonly used in professional and academic discourse. ✓ – Analyzes and evaluates language and interpersonal strategies. ✓ – Comprendre l'information explicite et implicite, les sous-entendus ainsi que toutes les nuances et subtilités du langage. 	<ul style="list-style-type: none"> ✓ C2 Processing: Can explain in writing the way facts and arguments are presented in a text , particularly when someone else's position is being reported, <u>drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm.</u> ✓ C2 Overall: Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed. ✓ C2 Sociolinguistic: <u>Appreciates virtually all the sociolinguistic and sociocultural implications of language used</u> by proficient speakers of the target language and can react accordingly.
	<ul style="list-style-type: none"> ✓ In a workplace training session, watch a video-taped team meeting to evaluate the appropriateness and effectiveness of the interaction. ✓ Listen to a parliamentary or legislative proceeding and its related media commentaries to identify examples of sarcasm, criticism and disrespect. 	<p>NO MATCH</p> <ul style="list-style-type: none"> ✓ C1 Sociolinguistic: Can understand <u>humour, irony and implicit cultural references</u> and pick up nuances of meaning or opinion. ✓ C2 Managing int: Can <u>recognise undercurrents in interaction</u> and take appropriate steps accordingly to guide the direction of the talk. ✓ C2 Salient characteristics: Subtle distinctions of style and implicit as well as explicit meaning. Finer points and implications.
	<p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ •Understand and evaluate detailed, extensive oral instructions in a broad range of situations. [Instructions are for complex procedures.] ✓ – Evaluates oral instructions or instructional texts for logical accuracy and clarity. 	<p>NO MATCH</p> <ul style="list-style-type: none"> ✓ C2 Processing: Can explain inferences when links or implications are not made explicit and point out sociocultural implications of the speaker/writer's form of expression (e.g. <u>understatement, irony, sarcasm</u>). ✓ C2 Processing: Can explain in writing the way facts and arguments are presented in a text , particularly when someone else's position is being reported, <u>drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm.</u>
		<ul style="list-style-type: none"> ✓ C1 Streamline: Can reorganise a complex source text in order to focus on the points of most relevance to target audience.

- ✓ – Uses external criteria and standards to evaluate the validity/effectiveness of instructions or instructional texts.
- ✓ – Intégrer plusieurs éléments d'information afin d'accomplir la tâche avec succès.
- ✓ Listen to evaluate a workplace instructional video (such as a training video on a complex work-related procedure) for logical accuracy and clarity, and to provide suggestions for improvement.
- ✓ Follow instructions for solving a complex mathematical problem.

GETTING THINGS DONE

- ✓ Understand the nuances and subtleties of communication intended to influence or persuade across a wide range of contexts, whether familiar or unfamiliar, including academic, workplace and community.
- ✓ Comprendre **et interpréter avec habileté** une grande variété d'échanges ou de propos sur les affaires complexes et peu courants, **quels que soient le sujet, la situation et l'auditoire.**
- ✓ – Identifies stated or unstated facts, opinions and attitudes related to text.
- ✓ – Analyzes and evaluates speakers' points of view.

- ✓ **C1 Break down:** Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.

NO MATCH

- ✓ **C2 Processing:** Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
- ✓ **C1 Amplify:** Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.
- ✓ **C2 Analysis:** Critical appraisal of a work.

NO MATCH

- ✓ **C1 Sociolinguistic:** Can understand humour, irony and implicit cultural references and pick up nuances of meaning or opinion.
- ✓ **C2 Managing int:** Can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk.
- ✓ **C2 Salient characteristics:** Subtle distinctions of style and implicit as well as explicit meaning. Finer points and implications.
- ✓ **C2 Overall:** Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.
- ✓ **C1 Sociolinguistic:** Can understand humour, irony and implicit cultural references and pick up nuances of meaning or opinion.
- ✓ **C2 Salient characteristics:** Subtle distinctions of style and implicit as well as explicit meaning. Finer points and implications.
- ✓ **C1 Collab-Construct:** Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.

- ✓ – Identifies and separates feelings, information and facts.
- ✓ – Evaluates the appropriateness, usefulness, relevance and validity of information to the audience and the purpose.
- ✓ – Reconnaître les stratégies utilisées pour obtenir l'accord de l'interlocuteur ou faire accepter des idées (*présentation de preuves, arguments logiques, considérations d'ordre éthique ou émotionnel*).
- ✓ – Reconnaître les valeurs et les présupposés véhiculés.
- ✓ Listen to an all-candidates' debate during an election campaign to analyze and evaluate arguments presented by each candidate and determine which candidate to vote for.
- ✓ Listen to a panel debate about a controversial political, social or academic topic to critically evaluate and summarize the information and the positions of the participants.
- ✓ Listen to a court proceeding or formal workplace meeting to analyze and evaluate the ways in which the communication of various speakers influenced the ultimate outcome.

COMPREHENDING INFORMATION

- ✓ **C1 Collab-Construct:** Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward.
- ✓ **C1 Collab-Construct:** Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.
- ✓ **B2+ Audience:** Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.
- ✓ **B2 Audience:** Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.
- ✓ **C1 Streamline:** Can reorganise a complex source text in order to focus on the points of most relevance to target audience.

NO MATCH

- ✓ **C1 Pluricultural:** Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.
- ✓ **C1 Pluricultural:** Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with.
- ✓ **C1 Collab-Construct:**
- ✓ Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.
- ✓ **C1 Collab-Construct:** Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward.
- ✓ **C1 Collab-Construct:** Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.

	<ul style="list-style-type: none"> ✓ • Critically evaluate complex, detailed and specialized discussions, interviews or formal debates. ✓ • Critically evaluate complex, detailed and extensive lectures or presentations. ✓ – Identifies and critically evaluates content, organization and delivery. ✓ – Summarizes and critically evaluates relevance of examples, biases, assumptions, values, motives and plausibility. ✓ – Suggests ways to improve content. ✓ – Analyzes and evaluates verbal and non-verbal aspects of delivery and makes suggestions for improvement. ✓ – Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). ✓ – Identifies conversation styles (such as high involvement style and high considerateness style). ✓ Suivre dans le détail des séries télévisées et des films qui emploient largement le langage populaire. ✓ Listen to and critically evaluate the overall organization and delivery (verbal and non-verbal) of an academic lecture or a workplace presentation to make suggestions for improvement. 	<ul style="list-style-type: none"> ✓ C2 Analysis: Can <u>critically evaluate the way in which structure, language and rhetorical devices are exploited in a work</u> <p>NO MATCH but C2</p> <ul style="list-style-type: none"> ✓ C2 Analysis: Can <u>critically evaluate the way in which structure, language and rhetorical devices are exploited in a work</u> ✓ C1 Pluricultural: Can sensitively explain the background to, <u>interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</u> ✓ C1 Pluricultural: Can explain his/her <u>interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices</u> of his/her own community and of other communities that he/she is familiar with. ✓ C2 Streamlining: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose. ✓ C2 Amplifying: Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ C2 Streamlining: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose. ✓ C2 Facil Pluricultural: Can guide a sensitive discussion effectively, <u>identifying nuances and undercurrents.</u> ✓ C1 Watch: Can follow films employing a considerable degree of slang and idiomatic usage. ✓ C2 Analysis: Can <u>critically evaluate</u> the way in which structure, language and rhetorical devices are exploited in a work
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	<ul style="list-style-type: none"> ✓ Listen to a formal public debate on a complex topic to evaluate participants' conversational management styles and strategies to provide constructive feedback. ✓ Evaluate the points of speeches and debates of political candidates during an election campaign to make choices as a voter. ✓ Listen to the presentation of two different proposals for expenditures to decide how to allocate funds. ✓ Listen to the presentation and defence of an academic thesis in own field to evaluate the quality of the research, analysis and conclusions. ✓ Écouter à la télévision un débat public sur un sujet politique, social ou théorique d'actualité et controversé, et faire l'évaluation critique de l'information et des opinions présentées par les participants. Résumer les points de vue dans un rapport oral ou écrit. ✓ Assister à une procédure judiciaire ou à une réunion formelle dans le cadre de son travail, puis analyser la façon dont la communication entre les divers locuteurs a influencé la décision définitive. ✓ • Speech is clear and at a normal to fast rate. ✓ • Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. ✓ • Language is complex and includes cultural references, figurative, symbolic and idiomatic language, irony, sarcasm and humour. 	<ul style="list-style-type: none"> ✓ C2 Analysis: Can <u>critically evaluate</u> the way in which structure, language and rhetorical devices are exploited in a work ✓ C1 Processing: Can explain subtle distinctions in the presentation of facts and arguments. ✓ C1 Processing: Can explain the attitude or opinion expressed in a spoken or written text on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ C1 Processing: Can summarise discussion on matters within his/her academic or professional competence, <u>elaborating and weighing up different points of view and identifying the most significant points.</u> <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ C1 Other: Can identify the attitude of each speaker in an <u>animated discussion characterised by overlapping turns</u>, digressions and colloquialisms that is delivered at a <u>natural speed in accents that are familiar to the listener.</u> ✓ C1 Identifying-Infering: Is skilled at <u>using contextual, grammatical and lexical cues to infer attitude, mood and intentions</u> and anticipate what will come next. ✓ C1 Overall: Can recognise <u>a wide range of idiomatic expressions</u> and colloquialisms, appreciating register shifts. ✓ C1 Sociolinguistic: Can understand humour, <u>irony and implicit cultural references</u> and pick up nuances of meaning or opinion. ✓ C2 Analysis: Can recognise the <u>finer subtleties of nuanced language</u>, rhetorical effect, and stylistic language use (e.g. metaphors,
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	<ul style="list-style-type: none"> ✓ • Most general and specialized topics. ✓ • Context is demanding. <ul style="list-style-type: none"> ✓ Repérer les idées mal formulées. <ul style="list-style-type: none"> ✓ Comprendre un langage imagé. <ul style="list-style-type: none"> ✓ Reconnaître les nuances dans les styles (<i>formel et informel</i>) ainsi que dans les niveaux et variétés de langue. 	<p>abnormal syntax, ambiguity), interpreting and ‘unpacking’ meanings and connotations.</p> <ul style="list-style-type: none"> ✓ B2+ Salient Characteristics: A wide range of familiar and unfamiliar topics encountered in social, academic and professional life ✓ B2 Interlocutor: Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. ✓ B2+ Informal discussion: Can keep up with an animated discussion between speakers of the target language. ✓ C1 Audience: Can follow <u>extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</u> ✓ C1 Other: Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms <u>that is delivered at a natural speed in accents that are familiar to the listener.</u> ✓ C1 Streamlining: Can reorganise a complex source text in order to <u>focus on the points of most relevance to target audience.</u> ✓ C2 Streamlining: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose. ✓ C2 Amplifying: Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples. ✓ C2 Analysis: Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. <u>metaphors</u>, abnormal syntax, ambiguity), interpreting and ‘unpacking’ meanings and connotations. ✓ C1 Sociolinguistic: Can recognise a wide range of idiomatic expressions and colloquialisms, <u>appreciating register shifts;</u> may, however, need to confirm occasional details, especially if the accent is unfamiliar. ✓ C1 Watch: Can <u>understand nuances and implied meaning</u> in most films, plays and TV programmes, provided these are delivered in the standard language.
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	<ul style="list-style-type: none"> ✓ Reconnaître la quasi-totalité des références culturelles. ✓ Comprendre les métaphores, l'ironie, le sarcasme, les manifestations d'humour et les expressions idiomatiques. ✓ Saisir, par inférence et en observant le langage non verbal, le parti pris de l'interlocuteur, son attitude, son intention ainsi que des éléments d'information sur son bagage culturel. ✓ Reconnaître les éléments d'un discours convergent ou divergent (<i>les différentes façons de parler pour exprimer la solidarité ou la divergence</i>). ✓ Comprendre plusieurs accents régionaux et certains régionalismes. ✓ Échanges où les personnes cherchent à résoudre des conflits, à atteindre un consensus ou à négocier un compromis; ✓ films qui font largement usage de niveaux de langue populaire ✓ Comprendre et interpréter tout type de discours oral complexe; identifier les différences d'opinions, les 	<ul style="list-style-type: none"> ✓ C2 Analysis: Can recognise the rhetorical effect, and <u>stylistic language use (e.g. metaphors, abnormal syntax, ambiguity)</u>, <u>interpreting</u> and 'unpacking' meanings and connotations. ✓ C2 Sociolinguistic: Can identify the <u>sociocultural implications of most of the language used in colloquial discussions</u> that take place at a natural speed. ✓ C2 Self-assess: I can <u>appreciate irony and sarcasm</u> and draw appropriate conclusions about their use. ✓ C2 Watch: I can fully appreciate films, plays, TV and the radio, <u>including humour, nuance</u>, and implied meaning. ✓ C2 Analysis: Can recognise the rhetorical effect, and <u>stylistic language use (e.g. metaphors, abnormal syntax, ambiguity)</u>, <u>interpreting</u> and 'unpacking' meanings and connotations. ✓ C1 Identifying-Infering: Is skilled at <u>using contextual</u>, grammatical and <u>lexical cues to infer attitude, mood and intentions</u> and anticipate what will come next. ✓ C2 Fac-Pluricultural : Can mediate effectively and naturally between members of his/her own and other communities, <u>taking account of sociocultural and sociolinguistic differences</u>. ✓ C2 Fac-Pluricultural : Can Can guide a sensitive discussion effectively, <u>identifying nuances and undercurrents</u>. ✓ C1 Facil Comm: Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement. ✓ C1 Facil collab: Can <u>show sensitivity to different perspectives within a group</u>, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. ✓ C2 Audience: Can follow specialised lectures and presentations employing <u>colloquialism, regional usage</u> or unfamiliar terminology. ✓ C1 Facil Comm: Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement. ✓ C1 Watch: Can follow films employing a considerable degree of slang and idiomatic usage. ✓ C2 Overall: Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.
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		critiques, le manque de politesse, le sarcasme et les rapports de force, qu'ils soient explicites ou implicites; évalue la clarté, la cohérence et la logique	
11	Low C1	<ul style="list-style-type: none"> ✓ Understand an expanded range of complex, detailed formal and informal communication on a broad variety of general topics and <u>specialized topics in own field</u>. ✓ Spoken clearly at a normal to fast rate ✓ •Related to unfamiliar, abstract, conceptual or technical matters ✓ In demanding contexts / <u>Très exigeant</u>, imprévisible et pouvant mettre en cause des situations à enjeux élevés. ✓ Identifies, analyzes and critically evaluates communication ✓ •Understands an expanded range of concrete, abstract and technical language appropriate for the content and purpose ✓ •Uses knowledge of complex grammar and syntax to interpret nuances in meaning 	<ul style="list-style-type: none"> ✓ B2+ Overall: Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. ✓ B2+ Audience: Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. ✓ B2+ Audience: Can understand the speaker's point of view <u>on topics that are of current interest or that relate to his/her specialised field</u>, provided that the talk is delivered in standard spoken language. ✓ C1 Other: Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a <u>natural speed in accents that are familiar to the listener</u>. ✓ B2+ Salient Characteristics: A wide range of familiar and unfamiliar topics encountered in social, academic and professional life ✓ C1 Audience: Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. ✓ C1 Other: Can identify the attitude of each speaker in an <u>animated discussion characterised by overlapping turns, digressions and colloquialisms</u> that is delivered at a natural speed in accents that are familiar to the listener. ✓ C1 Formal Discussion: Can <u>restate, evaluate and challenge contributions</u> from other participants about matters within his/her academic or professional competence. ✓ C1 Vocab Range: Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation. ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

	<p>the same way to convey solidarity, speaking differently to convey distinctness).</p> <ul style="list-style-type: none"> ✓ Listen and respond to a classmate or a colleague's accusations about not contributing to a team assignment. ✓ Listen to a supervisor confronting a colleague about productivity. Identify language and behaviours that contribute to an escalation in the conflict to give feedback on how to manage a similar situation in the future. <ul style="list-style-type: none"> ✓ Listen to an arbitrator trying to settle a dispute to identify, analyze and evaluate the language and strategies used to negotiate a compromise. <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand complex multistep directions and instructions for unfamiliar procedures in urgent or demanding situations. [Instructions are detailed, lengthy and presented clearly.] ✓ – Integrates extensive, detailed information to carry out complex, multistep procedures or to follow directions. <ul style="list-style-type: none"> ✓ Follow extensive directions to an unfamiliar location in an emergency response or search-and-rescue job. ✓ Follow multistep instructions to resolve a complex engineering problem from a technical support worker on the phone. ✓ Follow complex multistep medical or nursing instructions from a supervisor when caring for critically ill patients. 	<ul style="list-style-type: none"> ✓ NO MATCH seems much lower <ul style="list-style-type: none"> ✓ C1 Fac...Disagreements: Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate a detailed understanding of each party's requirements for an agreement. ✓ C1 Fac...Disagreements: Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances. ✓ C1 Fac...Disagreements: Can use persuasive language to suggest that parties in disagreement shift towards a new position. ✓ NO MATCH – but done actively at B2+ <ul style="list-style-type: none"> ✓ C1 Announce: Can understand <u>complex technical information, such as operating instructions</u>, specifications for familiar products and services. ✓ C1 Announce: Can understand <u>complex technical information, such as operating instructions</u>, specifications for familiar products and services. ✓ B2 Processing: Can synthesise and report information and arguments from a number of spoken and/or written sources. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ C1 Announce: Can understand <u>complex technical information, such as operating instructions</u>, specifications for familiar products and services.
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	<ul style="list-style-type: none"> ✓ Écouter en baladodiffusion des instructions complexes en plusieurs étapes pour préparer et mener une enquête. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Understand the nuances and subtleties of communication intended to influence or persuade across a broad variety of general interest, academic and technical topics <u>in own field</u>. 	
	<ul style="list-style-type: none"> ✓ – Analyzes and evaluates the appropriateness of persuasive strategies to the audience and the purpose. ✓ – Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples, unexpected turn, reformulation of information. ✓ – Identifies cohesion links (such as phrasal links) across utterances. ✓ – Identifies and separates feelings, information and facts. ✓ – Identifies effective techniques (such as the use of evidence, logical arguments and ethical and emotional appeals) to obtain agreement on or acceptance of ideas or products. 	<ul style="list-style-type: none"> ✓ C1 Other: Can identify the <u>attitude of each speaker</u> in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener. ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to <u>infer attitude, mood and intentions</u> and anticipate what will come next.C1/C2 ✓ C1 Sociolinguistic: Can understand humour, irony and implicit cultural references and <u>pick up nuances of meaning or opinion</u>. ✓ C2 Managing int: Can <u>recognise undercurrents in interaction</u> and take appropriate steps accordingly to guide the direction of the talk. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ NO MATCH – but implied at B2 Others: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. ✓ B2 Other: Can <u>follow chronological sequence</u> in extended informal speech, e.g. in a story or anecdote. ✓ B2 Audience: Can <u>follow complex lines of argument in a clearly articulated lecture</u> provided the topic is reasonably familiar. ✓ B2+ Audience: Can <u>understand the speaker's point of view</u> on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language. ✓ B2 Audience: Can recognise the <u>speaker's point of view and distinguish this from facts</u> that he/she is reporting. <p>NO MATCH</p>

	<ul style="list-style-type: none"> ✓ – Comprendre l’information explicite et implicite, les sous-entendus ainsi que toutes les nuances du langage. ✓ – Reconnaître les valeurs et les présupposés véhiculés. 	<ul style="list-style-type: none"> ✓ C1 Salient Characteristics: Implied as well as stated opinions; Implied attitudes and relationships
	<ul style="list-style-type: none"> ✓ Listen to arguments for and against a controversial issue (such as building a half-way house in the community) to analyze and evaluate evidence and logical arguments for and against the proposition and determine own position on the issue. 	<ul style="list-style-type: none"> ✓ C1 Pluricultural: Can sensitively explain the background to, <u>interpret and discuss aspects of cultural values and practices</u> drawing on intercultural encounters, reading, film, etc. ✓ C1 Pluricultural: Can explain his/her <u>interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices</u> of his/her own community and of other communities that he/she is familiar with.
	<ul style="list-style-type: none"> ✓ Listen to a radio discussion about a current event to decide whether all sides of the discussion have been presented and which position is best supported. 	<ul style="list-style-type: none"> ✓ B2 Audience: Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar. ✓ B2 Other: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.
	<ul style="list-style-type: none"> ✓ Listen to a sales pitch for equipment at work (such as a printer, server, phone) to decide whether or not to purchase. 	<ul style="list-style-type: none"> ✓ C1 Processing: Can <u>explain the attitude or opinion expressed in a spoken or written text on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.</u>
	<p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand complex, detailed and specialized discussions between several speakers. 	<ul style="list-style-type: none"> ✓ C1 Watch: Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows./ ✓ C1 Facil Comm: Can demonstrate sensitivity to different viewpoints, <u>using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.</u>
	<ul style="list-style-type: none"> ✓ •Understand complex, detailed and extensive lectures or presentations. ✓ – Identifies detailed factual information and implied meanings. ✓ Extracts multiple pieces of information as required. ✓ – Synthesizes information to reconstruct a message. 	<p>NO MATCH, but B2</p> <ul style="list-style-type: none"> ✓ C1 Other: Can easily follow <u>complex interactions between third parties in group discussion and debate</u>, even on abstract, complex unfamiliar topics. ✓ C1 Audience: Can follow most lectures, discussions and debates with relative ease. ✓ C1 Salient Characteristics: Implied as well as stated opinions
		<ul style="list-style-type: none"> ✓ B2 Processing: Can synthesise and report information and arguments from a number of spoken and/or written sources.

	<ul style="list-style-type: none"> ✓ – Extracts relevant details from discourse that includes irrelevant or distracting information. ✓ – Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). ✓ – Identifies positions, biases, assumptions and motives. ✓ – Summarizes information. 	<ul style="list-style-type: none"> ✓ B2 Audience: Can <u>distinguish main themes from asides</u>, provided that the lecture or talk is delivered in standard spoken language. ✓ B2+ Streamline: Can simplify a source text by <u>excluding non-relevant or repetitive information</u> and taking into consideration the intended audience.
	<ul style="list-style-type: none"> ✓ – Suivre le fil de l'argumentation. 	NO MATCH
	<ul style="list-style-type: none"> ✓ In an academic setting, listen to different views about a topic presented in a panel discussion to summarize presenters' positions and provide specific details (such as quotes) for an essay. 	<ul style="list-style-type: none"> ✓ B2 Pluricultural: Can discuss the <u>objectivity and balance of information and opinions expressed in the media</u> about his/her own and other communities. ✓ B2 Processing: Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. ✓ B2 Processing: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest.
	<ul style="list-style-type: none"> ✓ Listen to a series of proposals from staff concerning the need to modernize a company's approach to summarize the information and inform the CEO. 	<ul style="list-style-type: none"> ✓ B2 Audience: Can follow <u>complex lines of argument</u> in a clearly articulated lecture provided the topic is reasonably familiar. ✓ C1 Watch: Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language. ✓ C1 Audience: Can follow most lectures, discussions and debates with relative ease. ✓ C1 Process: Can exploit information and arguments from a complex spoken or written text to talk about a topic, glossing with evaluative comments, adding his/her opinion, etc. ✓ C1 Process: Can explain the attitude or opinion expressed in a spoken or written text on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original. ✓ C1 Note-taking: Can <u>select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources</u> (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.

	<ul style="list-style-type: none"> ✓ Speech is clear and at a normal to fast rate. ✓ Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. ✓ Language is complex and includes cultural references, figurative, symbolic and idiomatic language, irony, sarcasm and humour. ✓ Most general and specialized topics. ✓ Context is demanding. ✓ Repérer les idées mal formulées. 	<ul style="list-style-type: none"> ✓ C2 Process: Can <u>summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</u> ✓ C1 Other: Can identify the attitude of each speaker in an <u>animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.</u> ✓ C1 Identifying-Infering: Is skilled at <u>using contextual, grammatical and lexical cues to infer attitude, mood and intentions</u> and anticipate what will come next. ✓ C1 Overall: Can recognise <u>a wide range of idiomatic expressions</u> and colloquialisms, appreciating register shifts. ✓ C1 Sociolinguistic: Can understand humour, <u>irony and implicit cultural references</u> and pick up nuances of meaning or opinion. ✓ C2 Analysis: Can recognise the <u>finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and ‘unpacking’ meanings and connotations.</u> ✓ B2+ Salient Characteristics: A wide range of familiar and unfamiliar topics encountered in social, academic and professional life ✓ B2 Interlocutor: Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. ✓ B2+ Informal discussion: Can keep up with an animated discussion between speakers of the target language. ✓ C1 Audience: Can follow <u>extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</u> ✓ C1 Other: Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms <u>that is delivered at a natural speed in accents that are familiar to the listener.</u> ✓ C1 Overall: Can follow extended speech <u>even when it is not clearly structured</u> and when relationships are only implied and not signalled explicitly. ✓ C1 Streamlining: Can reorganise a complex source text in order to <u>focus on the points of most relevance to target audience.</u>
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		<ul style="list-style-type: none"> ✓ Comprendre un langage imagé. ✓ Reconnaître les nuances dans les styles (<i>formel et informel</i>) ainsi que dans les niveaux et variétés de langue. ✓ Reconnaître une grande variété de références culturelles. ✓ Saisir, par inférence et en observant le langage non verbal, le parti pris de l'interlocuteur, son attitude, son intention ainsi que des éléments d'information sur son bagage culturel. ✓ Comprendre plusieurs accents régionaux et certains régionalismes. ✓ Échanges où les personnes cherchent à résoudre des conflits, à atteindre un consensus ou à négocier un compromis; ✓ films qui font largement usage de niveaux de langue populaire 	<ul style="list-style-type: none"> ✓ C2 Analysis: Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. <u>metaphors</u>, abnormal syntax, ambiguity), interpreting and 'unpacking' meanings and connotations. ✓ C1 Sociolinguistic: Can recognise a wide range of idiomatic expressions and colloquialisms, <u>appreciating register shifts</u>; may, however, need to confirm occasional details, especially if the accent is unfamiliar. ✓ C1 Sociolinguistic: Can understand humour, irony and <u>implicit cultural references</u> and pick up nuances of meaning or opinion. ✓ C1 Pluricultural: Can sensitively explain the background to, <u>interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</u> ✓ C1 Identifying-Infering: Is skilled at <u>using contextual</u>, grammatical and <u>lexical cues to infer attitude, mood and intentions</u> and anticipate what will come next. ✓ C2 Audience: Can follow specialised lectures and presentations employing <u>colloquialism, regional usage</u> or unfamiliar terminology. ✓ C1 Facil Comm: Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement. ✓ C1 Watch: Can follow films employing a considerable degree of slang and idiomatic usage.
10	B2+/ C1	<ul style="list-style-type: none"> ✓ Understand an expanding range of complex, detailed formal and informal communication on most general interest topics and specialized topics in own field. ✓ Spoken clearly at a normal rate <p>Related to unfamiliar, abstract, conceptual or technical matters</p> <ul style="list-style-type: none"> ✓ In demanding contexts / Exigeant, imprévisible et pouvant mettre en cause des situations à enjeux élevés. 	<ul style="list-style-type: none"> ✓ B2+ Audience: Can understand the speaker's point of view on <u>topics that are of current interest or that relate to his/her specialised field</u>, provided that the talk is delivered in standard spoken language. ✓ B2+ Overall: Can understand <u>standard spoken language, live or broadcast</u> on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. ✓ B2+ Salient Characteristics: A wide range of familiar and unfamiliar topics encountered in social, academic and professional life. ✓ C1 Audience: Can follow extended <u>speech even when it is not clearly structured</u> and when relationships are only implied and not signalled explicitly.

- ✓ Identifies, analyzes and critically evaluates selected aspects of communication
- ✓ Understands an expanding range of concrete, abstract and technical language appropriate for the content and purpose
- ✓ Uses knowledge of complex grammar and syntax to interpret meaning
- ✓ Infers bias, attitudinal and other unstated meanings
- ✓ Only occasionally misses a topic shift or transition
- ✓ Recognizes the nuances in different styles, registers and language varieties
- ✓ Sometimes has difficulty interpreting verbal humour, low-frequency idioms and cultural references especially when spoken quickly

INTERACTING WITH OTHERS

- ✓ Comprendre une variété d'échanges personnels et professionnels complexes entre des interlocuteurs ayant des rôles et des rapports variés.
- ✓ •Understand complex communication to identify attitudes, emotions, motivations and intentions.

- ✓ **C1 Announce:** Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc.
- ✓ **C1 Formal Discussion:** Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence.
- ✓ **C1 Vocab Range:** Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation.
- ✓ **C1 Identifying-Infering:** Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
- ✓ **B2 Pluricultural:** Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities.
- ✓ **B2 Other:** Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.
- ✓ **C1 Sociolinguistic:** Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation.
- ✓ **C1 Watch:** Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language.
- ✓ **B2 Other:** Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.
- ✓ **C1 Other:** Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.
- ✓ **C1 Overall:** Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

- ✓ – Identifies different discourse formats for different situations and audiences.
- ✓ – Identifies meaning expressed through tone and intonation.
- ✓ – Identifies unstated and implicit intentions and motivations based on linguistic and paralinguistic clues.
- ✓ – Identifies attitudes and emotions using a range of clues, such as voice tone and volume, pitch, intonation and stress.

- ✓ – Identifies different styles of speech.

- ✓ Listen to a manager handling a customer complaint to identify moods, attitudes and intentions.
- ✓ Listen to a dialogue between two acquaintances who are preparing to complain to the authorities about a noisy neighbour to identify their position and intentions.

COMPREHENDING INSTRUCTIONS

- ✓ Understand complex multistep directions and instructions for **less-familiar procedures in some urgent or demanding situations.** [Instructions are detailed and may be lengthy, partially familiar or predictable.]

- ✓ **C1 Other:** Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.

NO MATCH

- ✓ **B2 Audio:** Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.
- ✓ **C1 Audio:** Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points, of detail including implicit attitudes and relationships between speakers.
- ✓ **C1 Other:** Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.
- ✓ **C1 Identifying-Infering:** Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
- ✓ **C1 Processing:** Can summarise in writing a long and complex text (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.
- ✓ **C1 Other:** Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.
- ✓ **C1 Identifying-Infering:** Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
- ✓ **C1 Announce:** Can understand complex technical information, such as operating instructions, specifications for familiar products and services.

	<ul style="list-style-type: none"> ✓ – Integrates several pieces of detailed information to carry out complex, multistep procedures or to follow directions. ✓ Follow complex multistep instructions from a contractor for completing or preparing for a home renovation task. ✓ Follow complex medical instructions for treating a person in medical distress. ✓ Follow complex, multistep instructions for creating and conducting a survey for a research study. ✓ Suivre un itinéraire détaillé pour se rendre à une destination inconnue dans le cadre d’une intervention d’urgence ou de recherches et sauvetage. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Comprendre, malgré certains facteurs de distraction, une variété d’échanges ou de propos sur les affaires complexes et peu courants qui visent à influencer, à persuader ou à faciliter la prise de décisions. ✓ •Understand content, values and assumptions in communication intended to influence or persuade. ✓ – Identifies values and assumptions, where obvious, from stated and unstated clues. ✓ – Identifies discourse indicators signalling introduction of contrasting information, opposing views, illustrations/examples, unexpected turns. ✓ – Identifies cohesion links (such as phrasal links) across utterances. 	<ul style="list-style-type: none"> ✓ C1 Announce: Can understand <u>complex technical information, such as operating instructions</u>, specifications for familiar products and services. ✓ B2 Processing: Can synthesise and report information and arguments from a number of spoken and/or written sources. ✓ C1 Announce: Can understand <u>complex technical information, such as operating instructions</u>, specifications for familiar products and services. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ C1 Other: Can identify the <u>attitude of each speaker</u> in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener. ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to <u>infer attitude, mood and intentions</u> and anticipate what will come next. <p>NO MATCH</p> <p>NO MATCH but C1</p> <ul style="list-style-type: none"> ✓ NO MATCH – but implied at B2 Others: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. ✓ B2 Other: Can <u>follow chronological sequence</u> in extended informal speech, e.g. in a story or anecdote. ✓ B2 Audience: Can <u>follow complex lines of argument in a clearly articulated lecture</u> provided the topic is reasonably familiar.
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	<ul style="list-style-type: none"> ✓ – Identifies and separates feelings, information and facts. ✓ – Analyzes and critically evaluates information based on a set of internal or external criteria or standards. ✓ Listen to a persuasive presentation (such as to a council, committee, commission) to identify, analyze and evaluate stated and unstated values and assumptions. ✓ Listen to evaluate an academic argument in which the speaker tries to persuade the audience with evidence from research. ✓ Listen to critically evaluate a persuasive presentation on future steps for your organization. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand complex expository or argumentative exchanges or discussions between several speakers. ✓ Comprendre l'information abstraite et complexe dans une variété d'exposés, d'argumentaires, de documentaires, d'entrevues sur des sujets spécialisés et de tables rondes en français standard. 	<ul style="list-style-type: none"> ✓ B2+ Audience: Can <u>understand the speaker's point of view</u> on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language. ✓ B2 Audience: Can recognise the <u>speaker's point of view and distinguish this from facts</u> that he/she is reporting. ✓ NO MATCH but C1 Analysing: Can <u>critically appraise</u> a wide variety of texts including literary works of different periods and genres. ✓ C1 Pluricultural: Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with. ✓ C1 Formal Discussion: Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence. ✓ C1 Process: Can exploit information and arguments from a complex spoken or written text to talk about a topic, <u>glossing with evaluative comments, adding his/her opinion</u>, etc. ✓ C1 Process: Can <u>explain the attitude or opinion expressed</u> in a spoken or written text on a specialised topic, <u>supporting inferences he/she makes with reference to specific passages in the original</u>. ✓ B2+ Other: Can keep up with an <u>animated discussion, identifying accurately arguments supporting and opposing points of view</u>. ✓ C1 Other: Can <u>easily follow complex interactions between third parties in group discussion and debate</u>, even on abstract, complex unfamiliar topics. ✓ B2 Audience: Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. ✓ B2 Process: Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion sources. ✓ B2 Process: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest.
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	<ul style="list-style-type: none"> ✓ • Understand extensive lectures or presentations. ✓ – Identifies detailed factual information and implied meanings. ✓ – Comprehends pro and con arguments. ✓ – Extracts relevant details from discourse that includes irrelevant or distracting information. ✓ – Follows the logical line of argumentation in support of a conclusion. ✓ – Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). ✓ – Recognizes fallacies. ✓ – Separates facts from opinions in arguments to evaluate credibility/validity. ✓ – Identifies different parts of an argument and logical relationships between parts of discourse. ✓ – Interpréter de façon critique les opinions, le développement des idées, le pour et le contre et la position des interlocuteurs, afin de juger de la crédibilité de leur argumentation. ✓ Suivre dans le détail des séries télévisées et la plupart des films en français standard. ✓ Listen to a professional development presentation about a topic in own field to summarize the information for a colleague. 	<ul style="list-style-type: none"> ✓ C1 Audience: Can follow most lectures, discussions and debates with relative ease. ✓ C1 Watch: Can understand <u>nuances and implied meaning</u> in most films, plays and TV programmes, provided these are delivered in the standard language. ✓ C1 Salient Characteristics: Implied as well as stated opinions ✓ B2 Audience: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. ✓ B2 Audience: Can <u>distinguish main themes from asides</u>, provided that the lecture or talk is delivered in standard spoken language. ✓ B2+ Streamline: Can simplify a source text by <u>excluding non-relevant or repetitive information</u> and taking into consideration the intended audience. ✓ B2 Audience: Can <u>follow complex lines of argument in a clearly articulated lecture</u> provided the topic is reasonably familiar. <p>NO MATCH</p> <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B2 Audience: Can recognise the <u>speaker's point of view and distinguish this from facts that he/she is reporting</u>. ✓ NO MATCH but implied B2+ ✓ C1 Process: Can explain the <u>attitude or opinion expressed</u> in a spoken or written text on a specialised topic, <u>supporting inferences he/she makes with reference to specific passages</u> in the original. ✓ C1 Process: Can explain <u>subtle distinctions in the presentation of facts and arguments</u>. ✓ C1 Watch: Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language. ✓ B2 Audience: ✓ Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
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	<ul style="list-style-type: none"> ✓ Listen to an academic lecture to take detailed notes of the information presented. ✓ Listen to evaluate the pros and cons of a management proposal to reduce the workforce. ✓ As part of a hiring committee, evaluate the interviews of 4 candidates for an entry-level position. Select the best person for the job. ✓ Speech is clear and at a normal rate. ✓ Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. ✓ Language is abstract, conceptual and technical and may include verbal humour, low-frequency idioms and cultural references. ✓ General interest topics and specialized topics in own field. ✓ Context is demanding. 	<ul style="list-style-type: none"> ✓ B2 Process: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. ✓ C1 Notetaking: Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people. ✓ C1 Notetaking: Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters. ✓ B2 Others: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. ✓ C1 Collab-Construct Meaning: Can frame a discussion to decide a course of action with a partner or group, <u>reporting on what others have said, summarising, elaborating and weighing up multiple points of view.</u> ✓ B2 Salient Characteristics: Standard; Clearly signposted/signaled; with explicit markers – normal speed - provided native speakers talking together modify language ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. ✓ B2+ Overall: Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. ✓ B2 Salient Characteristics: Reasonably familiar concrete and abstract topics related to field of interest/speciality ✓ B2+ Salient Characteristics: A wide range of familiar and unfamiliar topics encountered in social, academic and professional life ✓ B2 Interlocutor: Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. ✓ B2+ Informal discussion: Can keep up with an animated discussion between speakers of the target language.
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		<ul style="list-style-type: none"> ✓ Repérer les idées mal formulées. ✓ Reconnaître les nuances dans les styles (<i>formel et informel</i>) ainsi que dans les niveaux et variétés de langue. ✓ Reconnaître une grande variété de références culturelles. ✓ Avoir parfois de la difficulté à comprendre les manifestations d'humour et certaines expressions idiomatiques peu fréquentes. ✓ Comprendre certains accents régionaux et régionalismes. ✓ Une vaste gamme de références culturelles 	<ul style="list-style-type: none"> ✓ C1 Overall: Can follow extended speech <u>even when it is not clearly structured</u> and when relationships are only implied and not signalled explicitly. ✓ C1 Streamlining: Can reorganise a complex source text in order to <u>focus on the points of most relevance to target audience.</u> ✓ C1 Sociolinguistic: Can recognise a wide range of idiomatic expressions and colloquialisms, <u>appreciating register shifts</u>; may, however, need to confirm occasional details, especially if the accent is unfamiliar. colloquial as appropriate and maintain a consistent spoken register. ✓ B2+ Sociolinguistic: Can <u>recognise and interpret sociocultural/sociolinguistic cues</u> and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation. ✓ C1 Sociolinguistic: Can understand <u>humour, irony and implicit cultural references</u> and pick up nuances of meaning or opinion. / ✓ B2+ Overall: Only extreme background noise, inadequate discourse structure and/or <u>idiomatic usage influence the ability to understand.</u> ✓ C2 Audience: Can follow specialised lectures and presentations employing colloquialism, <u>regional usage</u> or unfamiliar terminology. ✓ C1 Sociolinguistic: Can understand humour, irony and <u>implicit cultural references</u> and pick up nuances of meaning or opinion. ✓ C1 Pluricultural: Can sensitively explain the background to, <u>interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</u>
9	B2+	<ul style="list-style-type: none"> ✓ Understand an adequate range of complex formal and informal communication on a broad variety of general interest topics, and on some specialized topics in own field. ✓ Spoken clearly at a normal rate ✓ Related to unfamiliar, abstract, conceptual or technical matters ✓ In demanding contexts 	<ul style="list-style-type: none"> ✓ B2 Overall: Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. ✓ B2+ Salient Characteristics: Standard, non-idiomatic; Adequate discourse structure; Low background noise ✓ B2+ Salient Characteristics: A wide range of familiar and unfamiliar topics encountered in social, academic and professional life. ✓ B2+ Others: Can keep up with an animated discussion between speakers of the target language.

	<ul style="list-style-type: none"> ✓ Sufficiently grasps meaning to paraphrase or summarize key points and important details ✓ Understands a range of concrete, abstract and technical language appropriate for the content and purpose ✓ Uses knowledge of complex grammar and syntax to interpret meaning ✓ Infers bias, purpose and attitudinal meaning ✓ May sometimes miss some details or transition signals ✓ Recognizes the nuances in different styles, registers and language varieties ✓ <u>Often</u> has difficulty interpreting verbal humour, low-frequency idioms and cultural references <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand main intent and some implied meanings in complex communication between speakers with varying roles and relationships. ✓ Identifies discourse formats for different situations and audiences. 	<ul style="list-style-type: none"> ✓ B2 Processing: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. ✓ B2 Overall: Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. ✓ B2 Pluricultural: Can discuss the <u>objectivity and balance of information and opinions expressed in the media</u> about his/her own and other communities. ✓ B2 Other: Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. ✓ B2+ Sociolinguistic: Can <u>recognise and interpret sociocultural/sociolinguistic cues</u> and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation. ✓ B2+ Watch: Can <u>understand nuances and implied meaning</u> in most films, plays and TV programmes, provided these are delivered in the standard language. <p>NO MATCH but Yes – B2 / B2+</p> <ul style="list-style-type: none"> ✓ C1 Overall: Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. ✓ C1 Other: Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener. ✓ NO MATCH
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	<ul style="list-style-type: none"> ✓ Identifies meaning expressed through tone and intonation. ✓ Identifies signals in speech to collaborate, to hold and relinquish the floor, to attempt to interrupt politely. ✓ Recognizes preferred and non-preferred responses to personal interactions. ✓ Identifies details of the social context and register. – Relates communication to the situational and social context. – Identifies situation and relationship between speakers. – Identifies stated and unspecified details about social roles and relative status. ✓ Identifies implied and some unstated meanings. ✓ Reconnaître les nuances dans l'attitude et l'intention des interlocuteurs ainsi que les rapports entre ces derniers à partir d'indices verbaux et non verbaux (<i>ton et intonation</i>). ✓ Listen to a manager talking about company lay-offs to predict what will happen. ✓ Listen to a dialogue between a professor and a graduate student to identify the social roles, status and relationship. ✓ Listen to a conversation between two friends, classmates or colleagues to determine what one person thinks about a decision that the other has made. 	<ul style="list-style-type: none"> ✓ B2 Audio: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and <u>can identify the speaker's mood, tone etc.</u> NO MATCH NO MATCH ✓ C1 Overall: Can follow extended speech even when it is not clearly structured and <u>when relationships are only implied and not signalled explicitly.</u> ✓ B2+ Sociolinguistic: Can <u>recognise and interpret sociocultural/sociolinguistic cues</u> and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation. ✓ C1 Watch: Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language. ✓ C1 Overall: Can follow extended speech even when it is not clearly structured and when <u>relationships are only implied and not signalled explicitly.</u> ✓ C1 Other: Can identify the <u>attitude of each speaker</u> in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener. ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. ✓ C1 Overall: Can follow extended speech even when it is not clearly structured and when <u>relationships are only implied and not signalled explicitly.</u> ✓ ✓ B2+ Audience: Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.
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- ✓ Listen to a televised interview with a medical or academic expert to evaluate the overall recommendations.
- COMPREHENDING INSTRUCTIONS
- ✓ Understand complex multistep directions and instructions for familiar procedures. [Instructions are somewhat detailed, presented clearly and may be lengthy.]
 - ✓ Integrates a few pieces of detailed information to carry out procedures or follow directions.
 - ✓ Follows cohesion links across utterances.
 - ✓ Follow Revenue Canada's telephone instructions on how to complete a financial report or a tax form properly.
 - ✓ Follow extensive, complex navigational details on how to reach a location that is difficult to find.
 - ✓ Follow detailed instructions on how to repair or assemble a piece of equipment at work.
- GETTING THINGS DONE
- ✓ Understand complex and extended communication intended to influence, persuade or inform significant decisions (such as proposals, suggestions or recommendations for solving problems).
 - ✓ Identifies main intent, main idea, factual details, relevant words and expressions, and implied meanings.

- ✓ **B2 Processing:** Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion sources.
- ✓ **B2 Announce:** Can understand detailed instructions well enough to be able to follow them successfully.
- ✓ **C1 Announce:** Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
- ✓ **B2 Announce:** Can understand detailed instructions well enough to be able to follow them successfully.
- ✓ **B2 Processing:** Can synthesise and report information and arguments from a number of spoken and/or written sources.
- ✓ **B2 Other:** Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.
- ✓ **B2 Audience:** Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.
- ✓ **B2 Announce:** Can understand detailed instructions well enough to be able to follow them successfully.
- ✓ **C1 Announce:** Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
- ✓ **B2 Announce:** Can understand detailed instructions well enough to be able to follow them successfully.
- ✓ **B2 Announce:** Can understand detailed instructions well enough to be able to follow them successfully.
- ✓ **B2 Overall:** Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
- ✓ **B2 Audience:** Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.
- ✓ **C1 Audience:** Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

	<ul style="list-style-type: none"> ✓ Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples. ✓ Interprets proposals, suggestions and recommendations. ✓ Identifies cohesion links (such as phrasal links) across utterances. ✓ Identifies and separates feelings, information and facts. ✓ Analyzes and evaluates usefulness, appropriateness, relevance and validity of proposed solutions, in relation to the purpose and the audience. ✓ Listen to several proposals to solve a workplace problem (such as a high rate of absenteeism or low employee morale). ✓ Listen to a conversation between several colleagues in which advice is given to summarize the nature of the advice. ✓ Listen to and evaluate feedback and recommendations from an instructor on an academic project. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand complex, extended discussions between several speakers. ✓ Understand extensive lectures or presentations. [Discussions, lectures and presentations are up to about 30 minutes.] 	<ul style="list-style-type: none"> ✓ NO MATCH – but implied at B2 Others: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. ✓ B2 Informal Discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, <u>evaluating alternative proposals and making and responding to hypotheses</u>. ✓ B2 Other: Can <u>follow chronological sequence</u> in extended informal speech, e.g. in a story or anecdote. ✓ B2 Audience: Can <u>follow complex lines of argument in a clearly articulated lecture</u> provided the topic is reasonably familiar. ✓ B2 Audio: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the <u>speaker's mood, tone etc.</u> ✓ B2 Informal Discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, <u>evaluating alternative proposals and making and responding to hypotheses</u>. ✓ B2 Informal Discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, <u>evaluating alternative proposals and making and responding to hypotheses</u>. ✓ B2+ Processing: Can summarise the main points of complex discussions, weighing up the different points of view presented. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B2+ Other: Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. ✓ B2+ Audience: Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. ✓ C1 Audience: Can follow most lectures, discussions and debates with relative ease. <p>NO MATCH but B2+</p>
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	<ul style="list-style-type: none"> ✓ Identifies detailed factual information and implied meanings. ✓ Identifies main ideas that are not explicitly stated. ✓ Identifies how details support and develop main ideas. ✓ Identifies paraphrasing, restating of points, examples and transition indicators. ✓ Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). ✓ Demonstrates critical comprehension by identifying biases and by separating facts from opinions. ✓ Identifies, summarizes and critically evaluates the development of positions. ✓ Suivre des séries télévisées et la plupart des films en français standard. ✓ Listen to a lecture on the findings of a research study, an environmental issue or a technical topic in one's own field to summarize the information for a report or essay. ✓ Listen to a 30-minute panel discussion to obtain detailed information and perspectives relating to a topic in one's own field to critically evaluate the information. ✓ Listen to a short podcast for academic or work-related information to decide whether to research the issue further. 	<ul style="list-style-type: none"> ✓ C1 Watch: Can understand <u>nuances and implied meaning</u> in most films, plays and TV programmes, provided these are delivered in the standard language. / ✓ C1 Salient characteristics: <u>Implied as well as stated opinions</u> ✓ NO MATCH but B2+ ✓ B2 Streamlining: Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer. ✓ NO MATCH ✓ B2 Pluricultural: Can <u>discuss the objectivity and balance of information and opinions expressed in the media</u> about his/her own and other communities ✓ B2 Audience: Can <u>recognise the speaker's point of view and distinguish this from facts</u> that he/she is reporting. ✓ C1 Process: Can explain the <u>attitude or opinion expressed</u> in a spoken or written text on a specialised topic, <u>supporting inferences he/she makes with reference to specific passages in the original.</u> ✓ C1 Process: Can explain <u>subtle distinctions in the presentation of facts and arguments.</u> ✓ B2 Watch: Can understand documentaries, live interviews, talk shows, plays <u>and the majority of films in the standard form of the language.</u> ✓ B2+ Processing: Can summarise in writing the main content of well-structured but propositionally complex spoken and written texts on subjects within his/her fields of professional, academic and personal interest. ✓ B2+ Audience: Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation that are propositionally and linguistically complex. ✓ B1+ Audience: Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
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		<ul style="list-style-type: none"> ✓ Speech is clear and at a normal rate. ✓ Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. ✓ Language is abstract, conceptual and technical, and <u>may include verbal humour, low-frequency idioms and cultural references.</u> ✓ General interest topics and some specialized topics in own field. ✓ Context is demanding. 	<ul style="list-style-type: none"> ✓ B2 Audio: Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. ✓ B2 Salient Characteristics: Standard; Clearly signposted/signaled; with explicit markers – normal speed - provided native speakers talking together modify language ✓ C1 Identifying-Infering: Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. ✓ B2+ Overall: Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. ✓ B2 Salient Characteristics: Reasonably familiar concrete and abstract topics related to field of interest/speciality ✓ B2 Interlocutor: Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. ✓ B2+ Informal discussion: Can keep up with an animated discussion between speakers of the target language.
8	B2	<ul style="list-style-type: none"> ✓ Understand moderately complex formal and informal communication, including abstract concepts and ideas related to general knowledge, life experience and specialized or work-related situations. ✓ Spoken clearly at a normal rate / Marquée par une élocution claire et un débit lent à normal. ✓ Related to general knowledge, life experience and specialized or technical matters ✓ In moderately demanding contexts 	<ul style="list-style-type: none"> ✓ B2 Overall: Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. ✓ B2 Salient features: Standard; Clearly signposted/signaled; with explicit markers – normal speed - provided native speakers talking together modify language ✓ B2 Overall: Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, <u>including technical discussions in his/her field of specialisation.</u> ✓ B2 Overall: Can follow extended speech and complex lines of argument <u>provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</u>

	<ul style="list-style-type: none"> ✓ Understands overall meaning or intent ✓ Identifies main ideas, even when not explicitly stated, supporting details and implied meanings ✓ Understands language that is concrete or abstract and conceptual, with an expanded range of vocabulary ✓ May use contextual clues to enhance comprehension ✓ Recognizes an expanded range of registers and styles ✓ Understands an expanded range of common idiomatic language ✓ Can follow moderately complex phone interactions ✓ Has difficulty following faster colloquial or idiomatic conversations <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations). ✓ Identifies implied meanings and stated and unspecified details. ✓ Identifies situations and relationships between participants. ✓ Identifies speakers' purpose and intent. – Identifies emotional state, mood and attitude from tone and intonation. 	<ul style="list-style-type: none"> ✓ B2 Other: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. ✓ B2+ Audio: Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and <u>identify speaker viewpoints and attitudes as well as the information content.</u> ✓ B2 Announce: Can understand announcements and messages on <u>concrete and abstract topics</u> spoken in standard speech at normal speed. ✓ B2 Identify-infer: Can use a variety of strategies to achieve comprehension, including listening for main points; <u>checking comprehension by using contextual clues.</u> ✓ C1 Sociolinguistic: Can recognise a <u>wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</u> ✓ B2 Telecom: Can use telecommunications for a variety of personal and professional purposes, provided he/she can ask for clarification if the accent or terminology is unfamiliar. ✓ B2 Other: Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. ✓ B2 Fluency: Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party ✓ C1 Overall: Can follow extended speech even <u>when it is not clearly structured and when relationships are only implied and not signalled explicitly.</u> ✓ B2 Audio: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and <u>can identify the speaker's mood, tone etc.</u>
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- ✓ Interprets feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval and disapproval.
 - Identifies some nuances in attitude, emotional tone and register.
 - ✓ Listen to formal and informal condolences from friends and acquaintances and identify the level of formality to respond appropriately.
 - ✓ Listen to a co-worker discussing a colleague's abrupt departure from the company to interpret the speaker's attitude.
 - ✓ Listen to a co-worker discussing a workplace experience to predict what will be said next based on the content and tone.
- COMPREHENDING INSTRUCTIONS
- ✓ Understand extended multistep directions or instructions for technical or non-technical tasks. [Instructions are over 12 steps, with up to 20 details (fewer on the phone).]
 - ✓ Follows sequence markers, cohesive devices (connecting words, reference, parallel structure,

- ✓ **B2+ Audio:** Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- ✓ **B2 Conversation:** Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker.
- ✓ **B2 Audio:** Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.
- ✓ **B2+ Audio:** Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- ✓ **B2+ Conversation:** Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.
- ✓ **B2 Audio:** Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.
- ✓ **B2+ Audio:** Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- ✓ **C1 Identifying-Infering:** Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
- ✓ **B2 Announce:** Can understand detailed instructions well enough to be able to follow them successfully.
- ✓ **C1 Announce:** Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
- ✓ **B2 Other:** Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.

	<p>substitution) or other linguistic clues to infer order of steps.</p> <ul style="list-style-type: none"> ✓ Follow instructions from a technical assistant on the phone to resolve a <u>simple</u> computer software issue. <ul style="list-style-type: none"> ✓ Listen to detailed oral instructions from a supervisor about a familiar but complex process. ✓ Follow instructions to register for a college or university course. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field. ✓ Identifies stated and unspecified meanings. / Comprendre les idées principales et les idées secondaires ainsi que l'information explicite et implicite et les sous-entendus. ✓ Interprets warnings, threats, suggestions, recommendations and proposed solutions. ✓ Evaluates the validity of suggestions or proposed solutions. ✓ Listen to a teacher or supervisor evaluating someone's performance. List specific details, suggestions and advice for future reference. ✓ Listen to warnings about door-to-door salespeople to identify the best ways of dealing with them. 	<ul style="list-style-type: none"> ✓ B2 Audience: Can <u>follow complex lines of argument in a clearly articulated lecture</u> provided the topic is reasonably familiar. ✓ B2 Telecom: Can <u>use telecommunications for a variety of personal and professional purposes</u>, provided he/she can ask for clarification if the accent or terminology is unfamiliar. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B2 Overall: Can follow <u>extended speech and complex lines of argument</u> provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. ✓ B2 Audience: Can <u>distinguish main themes from asides</u>, provided that the lecture or talk is delivered in standard spoken language. ✓ C1 Audience: Can follow extended speech even when it is not clearly structured and when <u>relationships are only implied and not signalled explicitly</u>. ✓ B2 Informal Discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, <u>evaluating alternative proposals and making and responding to hypotheses</u>. ✓ B2 Informal Discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, <u>evaluating alternative proposals and making and responding to hypotheses</u>. ✓ B2 Note taking: Can <u>take accurate notes in meetings and seminars</u> on most matters likely to arise within his/her field of interest. ✓ B2 Processing: Can summarise in writing <u>the main content of complex spoken</u> and written <u>texts</u> on subjects related to his/her fields of interest and specialisation. <p>NO MATCH</p>
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	<ul style="list-style-type: none"> ✓ Listen to public announcements containing extended warnings and recommendations to evaluate them. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ •Understand group interactions about abstract and complex ideas on familiar topics. ✓ •Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field. [Presentations are informal or semi-formal, extended, with the use of visuals and up to about 20 minutes long.] ✓ Identifies the main idea (which is not explicitly stated) and detailed information. ✓ Identifies phrases and sentences that mark topic introduction, topic development, topic shift and conclusion. ✓ Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect. ✓ Interprets factual information, explanations and opinions. – Identifies facts, opinions and attitudes. ✓ Suivre des films dans lesquels le langage est clair et l’histoire repose sur l’action et les images. ✓ Listen to a presentation in a semi-formal community or workplace meeting to take notes for future use. ✓ Listen to a class presentation to take notes of the main ideas and supporting details in order to prepare for an exam. 	<ul style="list-style-type: none"> ✓ B2 Announce: Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed. ✓ B2 Formal Discussion: Can follow the <u>discussion on matters related to his/her field</u>, understand in detail the points given prominence by the speaker. ✓ B2 Audience: Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar. ✓ B2 Salient characteristics: Reasonably familiar concrete and abstract topics related to field of interest/speciality ✓ B2 Audience: Can follow <u>the essentials</u> of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. ✓ C1 Salient characteristics: Finer points of detail; <u>Implied as well as stated opinions</u> ✓ B2 Audience: Can <u>distinguish main themes from asides</u>, provided that the lecture or talk is delivered in standard spoken language. ✓ B2 Audience: Can <u>follow complex lines of argument</u> in a clearly articulated lecture provided the topic is reasonably familiar. ✓ B2 Other: Can follow <u>chronological sequence</u> in extended informal speech, e.g. in a story or anecdote. ✓ B2 Other: Can identify the <u>main reasons for and against an argument or idea</u> in a discussion conducted in clear standard speech ✓ B2 Audience: Can recognise the <u>speaker’s point of view and distinguish this from facts</u> that he/she is reporting. ✓ B1 Watch: Can follow <u>many films in which visuals and action carry much of the storyline</u>, and which are delivered clearly in straightforward language. ✓ B2 Note taking: Can <u>take accurate notes in meetings and seminars</u> on most matters likely to arise within his/her field of interest. ✓ B1+ Audience: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
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		<ul style="list-style-type: none"> ✓ Watch a televised speech by the Prime Minister or another politician to share the main points and specific details with someone else. ✓ Listen and identify facts and opinions in a conversation between several people about a controversial social issue (such as gambling, censorship, budget priorities) to determine own position on the issue. ✓ Speech is clear and at a normal rate. ✓ Language is concrete or abstract and conceptual, with an expanded range of vocabulary, idioms and colloquial expressions. ✓ •Topics are generally familiar, about general knowledge, or related to specialized or workplace issues in own field. ✓ Context is moderately demanding. 	<ul style="list-style-type: none"> ✓ B2 Processing: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. ✓ B2 Audience: Can recognise the <u>speaker's point of view and distinguish this from facts</u> that he/she is reporting. ✓ B2 Others: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. ✓ B2 Salient Characteristics: Standard; Clearly signposted/signaled; with explicit markers – normal speed - provided native speakers talking together modify language ✓ B2 Overall: Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. ✓ B2 Salient Characteristics: Reasonably familiar concrete and abstract topics related to field of interest/speciality ✓ B2 Overall: Can follow extended speech and complex lines of argument <u>provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</u>
7	B1+ (B2)	<ul style="list-style-type: none"> ✓ Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to general knowledge and life experience. ✓ Spoken clearly at a normal rate ✓ Related to relevant topics, general knowledge and life experience ✓ In moderately demanding contexts ✓ Understands overall meaning or intent ✓ Identifies main ideas, supporting details and implied meanings 	<ul style="list-style-type: none"> ✓ B1+ Overall: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. ✓ B1+ Salient characteristics: Standard; familiar accent; straightforward; clearly signposted/signaled; with explicit markers – normal speed ✓ B1+ Overall: Can understand straightforward factual information about <u>common everyday or job-related topics</u>, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. ✓ B1+ Audience: Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. ✓ B1+ Audience: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech

	<ul style="list-style-type: none"> ✓ Understands language that is concrete or abstract and sometimes specialized, with an expanded range of vocabulary ✓ May use contextual clues to enhance comprehension ✓ Recognizes an expanding range of registers and styles ✓ Understands an expanding range of common idiomatic language ✓ Can follow most moderately complex phone interactions ✓ Has difficulty following faster conversations <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval). <ul style="list-style-type: none"> – Identifies implied meanings and stated and unspecified details. – Identifies formal and casual style and register. – Understands the intent of the expressions and the responses. – Identifies emotional state, mood and attitude from tone and intonation. – 	<ul style="list-style-type: none"> ✓ B2 Overall: Can understand the main ideas of propositionally and linguistically complex speech on <u>both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation.</u> ✓ B2 Identify-infer: Can use a variety of strategies to achieve comprehension, including listening for main points; <u>checking comprehension by using contextual clues.</u> ✓ B2 Sociolinguistic: Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express himself/herself appropriately in the situation. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B2 Telecom: Can use telecommunications for a variety of personal and professional purposes, provided he/she can ask for clarification if the accent or terminology is unfamiliar. ✓ B2 Other: Can with some effort catch much of what is said around him/her in discussion, but <u>may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.</u> ✓ B1+ Other: Can follow much of everyday conversation and discussion, provided it takes place in standard language and is clearly articulated in a familiar accent. ✓ B1+ Conversation: Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B2 Sociolinguistic: Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express himself/herself appropriately in the situation. ✓ B2 Audio: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and <u>can identify the speaker's mood, tone etc.</u>
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	<p>Identifies situation and relationship between speakers.</p> <ul style="list-style-type: none"> ✓ Listen to a discussion among co-workers to determine the root of a problem or conflict on a team. <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand moderately complex directions and instructions for technical or non-technical tasks. [Instructions are about 10 to 12 steps, with up to 15 details (fewer on the phone).] ✓ Follows sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps. ✓ Seeks clarification and confirmation if required. ✓ Follow detailed shipping instructions from a customer on the phone. ✓ Follow detailed directions on how to get to a job interview. ✓ Follow detailed instructions on how to complete a class project. ✓ Listen to a safety expert describe procedures for handling dangerous materials in the workplace to determine appropriate action. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences. 	<ul style="list-style-type: none"> ✓ B1+ Facilitate Communication: Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B2 Other: Can <u>follow chronological sequence</u> in extended informal speech, e.g. in a story or anecdote. ✓ B1+ Adapting: Can paraphrase more simply the <u>main points made in short, straightforward spoken or written texts on familiar subjects</u> ... to make the contents accessible for others. ✓ B1+ Ask clarification: Can ask for further details and clarifications from other group members in order to move a discussion forward. ✓ B1+ Breaking down: Can make a short instructional or informational text easier to understand by presenting it as a list of separate points. ✓ B1+ Telecom: Can use telecommunications for everyday personal or professional purposes, provided he/she can ask for clarification from time to time. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B2 Announce: Can understand detailed instructions well enough to be able to follow them successfully. ✓ B1+ Overall: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
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	<ul style="list-style-type: none"> ✓ Identifies the purpose, main ideas, factual details. – Identifies implied meanings. ✓ Follows discourse indicators signalling cause and effect, condition and result. ✓ Predicts consequences and outcomes. <ul style="list-style-type: none"> ✓ Listen to orders from law enforcement officials (such as a police officer, judge, parking enforcement officer, customs official). ✓ Listen to a detailed reminder to complete a specific series of workplace tasks before a deadline. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ •Understand short group interactions, discussions and meetings on generally familiar topics. ✓ •Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence. [Presentations are informal, with the use of visuals and up to about 15 minutes.] ✓ Comprendre l'information modérément complexe d'exposés accompagnés d'éléments visuels ou de monologues détaillés (environ 15 minutes) sur des sujets se rapportant à des connaissances générales 	<ul style="list-style-type: none"> ✓ B1+ Audience: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech. <p>NO MATCH but B1+</p> <ul style="list-style-type: none"> ✓ B1 Identifying-Infering: Can listen to a short narrative and <u>predict what will happen next.</u> ✓ B2 Formal Discuss: Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and <u>respond to hypotheses.</u> ✓ B1+ Overall: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. ✓ B1+ Overall: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. <ul style="list-style-type: none"> ✓ B1+ Goal-online: Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation. ✓ B1 Formal Discussion: Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. ✓ B1+ Audience: Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. <ul style="list-style-type: none"> ✓ B1 Audience: Can follow a straightforward conference presentation or demonstration <u>with visual support (e.g. slides, handouts)</u> on a topic or product within his/her field, understanding explanations given.
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	<p>ou au travail, même lorsque les éléments d'information sont présentés dans le désordre.</p> <ul style="list-style-type: none"> ✓ Identifies factual details, main ideas and supporting details. ✓ Makes inferences. 	
	<ul style="list-style-type: none"> ✓ Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect. 	
	<ul style="list-style-type: none"> ✓ Identifies facts and opinions. ✓ Interprets factual information, explanations and opinions. ✓ Suivre des films dans lesquels le langage est clair et l'histoire repose sur l'action et les images. ✓ Listen to 2 or 3 short movie reviews to decide which one to see. 	
	<ul style="list-style-type: none"> ✓ Listen to information about services in the community (such as transit, library or entertainment schedules) to relay the information to someone else. ✓ Listen to information about Canada and make inferences about the characteristics of Canadian culture in comparison to other cultures. 	<ul style="list-style-type: none"> ✓ B1+ Audience: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech. ✓ B1+ Identifying—Inferring: Can extrapolate the meaning of a section of a text by taking into account the text as a whole./ ✓ B1+ Identifying—Inferring: Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. ✓ B2 Other: Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote. ✓ B2 Audience: Can follow <u>complex lines of argument</u> in a clearly articulated lecture provided the topic is reasonably familiar. ✓ B2 Other: Can identify the main <u>reasons for and against an argument or idea</u> in a discussion conducted in clear standard speech ✓ B2 Audience: Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting. ✓ B2 Other: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech ✓ B1 Watch: Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. ✓ B1+ Watch: Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear. ✓ B1+ Audio: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. ✓ B1 Relaying: Can relay the content of public announcements and messages spoken in clear, standard at normal speed. / Can relay the contents of detailed instructions or directions, provided these are clearly articulated. ✓ B1+ Audio: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

		<ul style="list-style-type: none"> ✓ Listen to an informal talk on a general interest or occupation-specific topic to learn new ideas and information. ✓ Speech is clear and at a normal rate. ✓ Visual clues and setting may enhance comprehension when the topic is unfamiliar or the situation is not predictable. ✓ Language is concrete or abstract and sometimes specialized, with an expanded range of vocabulary and some less-common idiomatic expressions. ✓ Topics are generally familiar, personally relevant, and may be about general knowledge or work-related. ✓ Context is moderately demanding. ✓ Comprendre l'organisation rhétorique (<i>continuité des propos, progression de l'information</i>). 	<ul style="list-style-type: none"> ✓ B1+ Audience: Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. ✓ B1+ Salient features: Standard; familiar accent; straightforward; clearly signposted/signaled; with explicit markers – normal speed ✓ B1+ Watch: Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear. ✓ B1+ Overall: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. ✓ B1+ Overall: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. ✓ B2 Audience: Can <u>follow extended speech and complex lines of argument</u> provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
6	B1	<ul style="list-style-type: none"> ✓ Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to life experience. ✓ Spoken clearly at a slow to normal rate ✓ Related to relevant topics and life experience ✓ In moderately demanding contexts ✓ Understands overall meaning or intent 	<ul style="list-style-type: none"> ✓ B1 Overall: Can understand the main points of clear standard speech on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. ✓ B1 Audio: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. ✓ B1 Other speakers: Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. ✓ B1 Audio: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. ✓ B1 Overall: Can understand the main points of clear standard speech on <u>familiar matters regularly encountered in work, school, leisure etc.</u>, including short narratives. ✓ B1 Audience: 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.

	<ul style="list-style-type: none"> ✓ Identifies main ideas, supporting details and implied meanings ✓ Understands language that is generally concrete with some abstract elements and a range of common vocabulary ✓ May occasionally rely on contextual clues for comprehension ✓ Recognizes some registers and styles ✓ Understands common idiomatic language <p>May require repetition</p> <p>Can comprehend on the phone when context and topic are relevant and familiar</p> <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand common social exchanges (such as openings and closings, making and cancelling of appointments, apologies, regrets, excuses, and problems in reception and communication). <ul style="list-style-type: none"> – Identifies specific factual details and implied meanings. – Identifies formal and casual style and register. – Identifies some feelings such as regret and compassion. – Identifies expressions of openings, pre-closings, closings and leave-takings. – Identifies situation and relationship between speakers. – Identifies mood, attitude and emotional states from tone and intonation. 	<ul style="list-style-type: none"> ✓ B1+ Audience: Can <u>distinguish between main ideas and supporting details</u> in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech. ✓ B1 Overall: Can understand the main points of clear standard speech on <u>familiar matters regularly encountered in work, school, leisure etc.,</u> including short narratives. <p>NO MATCH (MORE A2+)</p> <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1+ Informal Discussion: Can follow much of what is said around him/her on general topics <u>provided interlocutors avoid very idiomatic usage</u> and articulate clearly. ✓ B1 Interlocutor: Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. ✓ B1 Telecom: Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally. ✓ B1 Conversation: Can maintain a conversation or discussion but/ Can <i>express and</i> respond to feelings such as surprise, happiness, sadness, interest and indifference. ✓ B1 Audience: Can understand the <u>main points of</u> what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow. ✓ B1 Announce: Can follow <u>detailed directions.</u> <p>NO MATCH</p> <p>NO MATCH - IMPLIED</p> <p>NO MATCH - IMPLIED</p> <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B2+ Audio: Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
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	<ul style="list-style-type: none"> ✓ Distinguer les opinions des faits. ✓ COMPREHENDING INSTRUCTIONS ✓ Understand moderately complex directions and instructions for technical or non-technical tasks. [Instructions are about 9 to 10 steps, with up to 12 details (fewer on the phone).] ✓ Follows sequence markers or other linguistic clues to infer order of steps. – Follows a range of cohesive devices indicating order and sequence. ✓ Seeks clarification and confirmation if required. ✓ Responds with actions to directions and instructions. ✓ Follow instructions on how to treat a burn or stop bleeding from a medical practitioner on the phone (such as a health information line). ✓ Follow instructions for writing an essay. (<i>Take notes while doing the research. Write an outline after you have done the research.</i>) ✓ View an instructional video in a workplace training session to respond with appropriate actions in the follow-up training activities. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Understand moderately complex communication intended to influence or persuade (such as suggestions, advice, encouragements and requests) in everyday, personally relevant situations. <ul style="list-style-type: none"> – Identifies main intent, main ideas, factual details, words and expressions. – Identifies implied meanings. ✓ Listen to a public transit announcement asking passengers to use recycling bins in subway stations. 	<ul style="list-style-type: none"> ✓ B2 Audience: Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting. ✓ ✓ B1 Announce: Can <u>understand simple technical information</u>, such as operating instructions for everyday equipment. ✓ B1 Announce: Can <u>follow detailed directions</u>. ✓ B1 Relaying: Can <u>relay the contents of detailed instructions or directions</u>, provided these are clearly articulated. <p>B1 NO MATCH BUT Core Inventory / Inventaire</p> <ul style="list-style-type: none"> ✓ B1 Ask clarification: Can ask someone to clarify or elaborate what he/she has just said. ✓ B1 Announce: Can <u>follow detailed directions</u>. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1 Announce: Can <u>understand simple technical information</u>, such as operating instructions for everyday equipment. ✓ B1 Watch: Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1+ Overall: Can understand straightforward factual information about common everyday or job related topics, <u>identifying both general messages and specific details</u>, provided speech is clearly articulated in a generally familiar accent. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1 Announce: Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly
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- ✓ Listen to a phone pitch from a telemarketer to identify the offer being made.
- ✓ Listen to 3 commercials for exercise equipment to decide which would be the most useful piece of equipment to buy.
- ✓ Take simple routine food orders on the phone or at a drive-through.
- ✓ Comprendre le message vocal d'un collègue demandant d'échanger son quart de travail avec le sien et prendre une décision avant de le rappeler.

COMPREHENDING INFORMATION

- ✓ Understand short group interactions and discussions on familiar topics.
- ✓ Understand descriptive or narrative monologues or presentations on generally familiar and relevant topics. [Presentations are informal, with the use of visuals and up to about 10 minutes.]
 - Identifies factual details, main ideas, supporting details and implied meanings.
 - Identifies discourse indicators for cause and effect.

articulated in standard speech with minimum interference from background noise.

- ✓ **B1+ Telecom:** Can use telecommunications for everyday personal or professional purposes, provided he/she can ask for clarification from time to time.
- ✓ **B1 Audio:** Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- ✓ **B1 Note-taking:** Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.
- ✓ **B1 Telecom:** Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).
- ✓ **B1 Audio:** Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- ✓ **B1 Processing:** (Can summarise) the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.
- ✓ **B1 Audience:** Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.
- ✓ **B1 Audience:** Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.
- ✓ **B1+ Salient characteristics:** Straightforward factual information content; General message; Main conclusions; Specific details /
- ✓ **B1+ Audience:** Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
- ✓ **B1+ Identify-infer:** Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.

	<ul style="list-style-type: none"> – Makes some inferences. – Predicts what will happen next in a narration. – Identifies some common idiomatic expressions. – Identifies signals in speech for collaboration, turn-taking and interruptions. – Identifies facts and opinions. – Comprendre des indicateurs de comparaison, de contraste, de relation causale, de condition et de résultat. 	<ul style="list-style-type: none"> ✓ B1+ Identify-infer: Can identify unfamiliar words from the context on topics related to his/her field and interests. ✓ B1+ Identify-infer: Can extrapolate the meaning of a section of a text by taking into account the text as a whole. ✓ B1 Identify-infer: Can listen to a short narrative and predict what will happen next. NO MATCH ✓ B1 Goal-orient: Can generally follow what is said and, when necessary, repeat back part of what someone has said to confirm mutual understanding. ✓ B1+ Audience: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
	<ul style="list-style-type: none"> ✓ Suivre des films dans lesquels le langage est clair et l'histoire repose sur l'action et les images. ✓ Listen to a short briefing about a class project to pass on main ideas and essential details to a team member who is absent. ✓ Listen to a presentation on nutrition given by a registered dietician to get information about healthy food choices. 	<p>B1 NO MATCH - implied - Core Inventory / Inventaire</p> <ul style="list-style-type: none"> ✓ B1 Watch: Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. ✓ B1 Processing: Can summarise the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. ✓ B1 Audience: Can understand the main points of what is said in a <u>straightforward monologue like a guided tour</u>, provided the delivery is clear and relatively slow. ✓ B1 Audience: Can follow in outline <u>straightforward short talks on familiar topics</u>, provided these are delivered in clearly articulated standard speech. ✓ B1 Audio: Can understand the main points of radio news bulletins and <u>simpler recorded material about familiar subjects</u> delivered relatively slowly and clearly. ✓ A2+ Overall: Can understand enough to be able to meet <u>needs of a concrete type</u> provided speech is clearly and slowly articulated. ✓ B1 Receptive Competence-Range : 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.

		<ul style="list-style-type: none"> ✓ Topics are generally familiar and personally relevant. ✓ Context is moderately demanding. ✓ Reconnaître l'humeur et l'attitude de l'interlocuteur à partir d'indices verbaux et non verbaux. ✓ Reconnaître quelques références culturelles. ✓ Comprend les affirmations, les explications et les exemples; identifie l'attitude des interlocuteurs et les relations entre eux à partir d'indices verbaux et non verbaux (ton et intonation); interprète des opinions, des faits, des descriptions et des explications 	<ul style="list-style-type: none"> ✓ B1 Audience: Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. ✓ B1 Audience: Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given. ✓ B2 Audio: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and <u>can identify the speaker's mood, tone etc.</u> ✓ B1 Sociolinguistic: 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 community. ✓ B2 Audio: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and <u>can identify the speaker's mood, tone etc.</u>
5	B1	<ul style="list-style-type: none"> ✓ Understand, with some effort, the gist of moderately complex, concrete formal and informal communication. / <i>Comprendre des propos sur des sujets concrets et familiers liés à l'expérience personnelle ou professionnelle.</i> ✓ Spoken clearly at a slow to normal rate ✓ Related to relevant, everyday topics ✓ In moderately demanding contexts ✓ Informelle ou formelle. 	<ul style="list-style-type: none"> ✓ B1 Overall: Can understand the main points of clear standard speech on <u>familiar matters regularly encountered in work, school, leisure etc.,</u> including short narratives. ✓ B1 Formal discussion: Can follow <u>argumentation and discussion on a familiar or predictable topic,</u> provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification. ✓ B1 Audience: Can generally follow the main points of extended discussion around him/her, provided speech <u>is clearly articulated in standard language.</u> ✓ B1 Overall Interaction: <i>Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life</i> (e.g. family, hobbies, work, travel and current events). ✓ B1 Overall: Can understand the main points of clear standard speech on <u>familiar matters regularly encountered in work, school, leisure etc.,</u> including short narratives. ✓ B1 Formal meetings: Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively

	<ul style="list-style-type: none"> ✓ Understands overall meaning or intent ✓ Identifies main ideas, supporting details and implied meanings ✓ Understands language that is concrete and includes mostly common vocabulary ✓ May sometimes rely on contextual clues for comprehension ✓ Recognizes some registers ✓ Understands very common idiomatic language ✓ Sometimes requires repetition ✓ Can comprehend on the phone when context and topic are highly relevant and familiar 	<p>simple language and/or repeated, and opportunity is given for clarification.</p> <ul style="list-style-type: none"> ✓ B1 Audience: Can <u>follow in outline</u> straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. ✓ B1 Overall: Can understand <u>the main points of</u> clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. ✓ B1 Others: Can generally follow <u>the main points of</u> extended discussion around him/her, provided speech is clearly articulated in standard speech. ✓ B1 Audience: Can understand the <u>main points of</u> what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow. ✓ B1 Announce: Can follow <u>detailed directions</u>. ✓ A2+ Overall: Can understand enough to be able to meet <u>needs of a concrete type</u> provided speech is clearly and slowly articulated. ✓ B1 Receptive Competence - Range: 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. ✓ B1 Audience: Can follow a straightforward conference <u>presentation or demonstration with visual support (e.g. slides, handouts)</u> on a topic or product within his/her field, understanding. ✓ B1 Watch: Can follow many <u>films in which visuals and action carry much of the storyline</u>, and which are delivered clearly in straightforward language.explanations given. ✓ NO MATCH ✓ NO MATCH ✓ B1 Interlocutor: Can follow clearly articulated speech directed at him/her in everyday conversation, though <u>will sometimes have to ask for repetition of particular words and phrases</u>. ✓ B1 Telecom: Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally. ✓ B1 Informal Disc: Can <u>generally follow the main points in an informal discussion with friends</u> provided speech is clearly articulated in standard language.
	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand the gist and some details in moderately complex common and predictable social exchanges 	

(that may express interests, likes, dislikes, preferences, offers, invitations and compliments).

- ✓ – Identifies specific factual details and implied meanings.
 - ✓ – Identifies formal and casual style and register.
 - ✓ – Identifies language functions.
 - ✓ – Identifies emotional states from tone and intonation.
 - ✓ – Identifies the situation and relationships between speakers.
 - ✓ – Interprets feelings such as interest, likes/dislikes, preferences.
 - ✓ Reconnaître l'attitude, l'intention et... I à partir d'indices verbaux.
 - ✓ Listen to a phone message from a medical receptionist changing the date and time of an appointment.
 - ✓ Listen to an exchange between co-workers talking about their preferences for various work shifts and the reasons for their preferences.
 - ✓ Listen to compliments to determine whether they are sincere.
- COMPREHENDING INSTRUCTIONS
- ✓ Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures. [Instructions are about 7 to 8 steps, with up to 10 details (fewer on the phone).]

- ✓ **B1 Overall Interaction:** Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- ✓ **B1 Conversation:** Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- ✓ **B1 Overall:**
- ✓ Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
- ✓ **B1 Audio:** Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.

NO MATCH

NO MATCH

- ✓ **B1 Conversation:** Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

NO MATCH

- ✓ **B1 Conversation:** Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

NO MATCH

- ✓ **B1 Telecom:** Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).

- ✓ **B1 Overall:** Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

NO MATCH

- ✓ **B1 Announce:** Can understand simple technical information, such as operating instructions for everyday equipment.

- ✓ **B1 Announce:** Can follow detailed directions.

- ✓ **B1 Relaying:** Can relay the contents of detailed instructions or directions, provided these are clearly articulated.

	<ul style="list-style-type: none"> ✓ – Follows a range of basic cohesive devices indicating order and sequence. ✓ – Seeks clarification and confirmation if required. ✓ – Responds with actions to directions and instructions. ✓ Follow instructions on safety or security procedures at work. ✓ Follow directions to locate an office, school or tourist attraction on a map. ✓ Follow directions on using public transit given over the phone. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations. ✓ – Identifies main intent, main idea, factual details, words and expressions. ✓ – Identifies some implied meanings. ✓ – Identifies cohesive devices and discourse indicators for sequence, comparison and contrast. ✓ – Identifies basic signals in speech for collaboration, turn-taking and interrupting. 	<ul style="list-style-type: none"> ✓ B1 Identifying: Can follow a line of argument 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 Ask Clarification: Can ask someone to clarify or elaborate what he or she has just said. ✓ B1 Cooperation: Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. ✓ B1 Announce: Can <u>understand simple technical information</u>, such as operating instructions for everyday equipment. ✓ B1 Announce: Can <u>follow detailed directions</u>. ✓ B1 Announce: Can <u>understand simple technical information</u>, such as operating instructions for everyday equipment. ✓ B1 Announce: Can <u>follow detailed directions</u>. ✓ B1 Announce: Can <u>follow detailed directions</u>. ✓ B1 Telecom: Can use <u>telecommunications for routine messages</u> (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment). ✓ B1 Interview: Can ... <u>ask for advice when using health services; can understand the answer</u>, provided this is given clearly in everyday language. ✓ B1 Overall: Can understand the <u>main points</u> of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. ✓ B1 Audio: Can understand <u>the main points and important details</u> in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1 Core Inventory / Inventaire ✓ NO MATCH BUT IMPLIED
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	<ul style="list-style-type: none"> ✓ – Recognizes and interprets advice, opinions and suggestions. ✓ Listen to a public announcement in a mall or department store about a special offer to decide whether or not to take the offer. ✓ Listen to a short demonstration about the features of a product (such as a home appliance) to decide whether it is worth purchasing. ✓ Listen to TV commercials about two different cell phone companies and compare their services to determine the best offer. <p>✓ Comprendre un message d'intérêt public (<i>annonce sur les avantages d'un vaccin particulier</i>).</p> <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand information about familiar or relevant topics. ✓ Understand descriptive or narrative monologues or presentations related to everyday, personally relevant topics or situations. [Presentations are informal, with the use of visuals and up to about 5 minutes in length.] 	<ul style="list-style-type: none"> ✓ NO MATCH BUT IMPLIED ✓ B1 Announce: Can <u>understand public announcements at airports, stations and on planes, buses and trains</u>, provided these are clearly articulated in standard speech with minimum interference from background noise. ✓ B1 Audience: Can <u>follow a straightforward conference presentation or demonstration with visual support</u> (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given. ✓ A2+ Audio: Can understand <u>the most important information contained in short radio commercials concerning goods</u> and services of interest (e.g. CDs, video games, travel, etc.). ✓ A2+ Watch: : Can <u>follow a TV commercial</u> or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow. ✓ A2+ Goods & Services Can ask in a shop for <u>an explanation of the difference between two or more products serving the same purpose, in order to make a decision</u>, posing follow up questions as necessary. ✓ B1 Audio: Can understand the <u>main points of radio news bulletins and simpler recorded material</u> about familiar subjects delivered relatively slowly and clearly. ✓ B1 Overall: Can understand the main points of clear standard speech on <u>familiar matters regularly encountered</u> in work, school, leisure etc., including short narratives. ✓ B1 Overall: Can understand the <u>main points of clear standard speech</u> on familiar matters regularly encountered in work, school, leisure etc., including short narratives. ✓ B1 Audience: Can follow a <u>straightforward conference presentation or demonstration with visual support</u> (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given. ✓ B1 Audience: Can understand the main points of what is said in a <u>straightforward monologue like a guided tour</u>, provided the delivery is clear and relatively slow.
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	<ul style="list-style-type: none"> ✓ – Gets the gist. – Identifies key words and phrases. – Identifies factual details and some implied meanings. ✓ – Identifies opinions. / Distinguer les faits des opinions ✓ – Interprets descriptions, reports and explanations. ✓ Listen to a public service announcement (such as one about the benefits of getting a particular vaccination) to decide whether to follow the recommendations. ✓ Listen to a short news report about an upcoming community event to decide whether to attend. ✓ Listen to a short explanation from a bank teller about different accounts to determine the advantages and disadvantages of each. ✓ Listen to a weather report to inform members of a work crew about a delay due to weather. ✓ Suivre des films dans lesquels le langage est clair, et l'histoire repose sur l'action et les images. ✓ Visual clues and setting support the meaning when the topic is unfamiliar or the situation is not predictable. ✓ Topics are generally familiar, related to everyday situations and of personal relevance. 	<ul style="list-style-type: none"> ✓ B1 Audience: Can follow in outline <u>straightforward short talks on familiar topics</u>, provided these are delivered in clearly articulated standard speech. ✓ B1 Audio: Can understand the <u>main points and important details in stories and other narratives</u> (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. <p>NO MATCH (Distinguishing facts and opinions = B2)</p> <p>NO MATCH BUT IMPLIED</p> <ul style="list-style-type: none"> ✓ B1 Audience: Can follow in outline <u>straightforward short talks on familiar topics</u>, provided these are delivered in clearly articulated standard speech. ✓ B1 Audio: Can understand the <u>main points of radio news bulletins</u> and simpler recorded material about familiar subjects delivered relatively slowly and clearly. ✓ B1 Watch: Can <u>catch the main points in TV programmes on familiar topics</u> when the delivery is relatively slow and clear. ✓ B1 Goods & Services: Can ask in a shop for <u>an explanation of the difference between two or more products serving the same purpose, in order to make a decision</u>, posing follow up questions as necessary. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1 Watch: Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. ✓ B1 Audience: ✓ Can follow a straightforward conference <u>presentation or demonstration with visual support</u> (e.g. slides, handouts) on a topic or product within his/her field, understanding expla/ nations given. ✓ B1 Watch: Can follow <u>many films in which visuals and action carry much of the storyline</u>, and which are delivered clearly in straightforward language. ✓ B1 Overall: ✓ Can understand the main points of clear standard speech on <u>familiar matters regularly encountered in work, school, leisure etc.</u>, including short narratives.
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		<ul style="list-style-type: none"> ✓ Context is moderately demanding. ✓ Reconnaître quelques références culturelles. 	<ul style="list-style-type: none"> ✓ B1 Formal discussion: Can follow <u>argumentation and discussion on a familiar or predictable topic</u>, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification. ✓ B1 Overall: ✓ Can understand the main points of clear standard speech on <u>familiar matters regularly encountered in work, school, leisure etc.</u>, including short narratives. ✓ B1 Sociolinguistic: 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 community.
4	A2+	<ul style="list-style-type: none"> ✓ Understand, with considerable effort, simple formal and informal communication on topics of personal relevance. ✓ <i>Discours simples; conversations ou messages téléphoniques; instructions concernant des procédures simples et connues; messages narratifs ou descriptifs simples</i> ✓ <i>Comprend, dans des situations généralement prévisibles, le sens général de propos et de discours simples qui traitent de thèmes familiers et de besoins courants.</i> ✓ <i>Comprend l'intention de communication et l'idée principale.</i> 	<ul style="list-style-type: none"> ✓ A2+ Overall: Can generally understand clear, standard speech on familiar matters directed at him/her, <u>provided he/she can ask for repetition or reformulation from time to time</u>. ✓ A2+ Interlocutor: Can understand enough to manage <u>simple, routine exchanges without undue effort</u>. ✓ A2+ Interlocutor: Can understand enough to manage <u>simple, routine exchanges</u> without undue effort. ✓ A2+ Audience: Can follow the general outline of a <u>demonstration or presentation on a familiar or predictable topic</u>, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). ✓ A2+ Telecom: Can <u>take a short, simple message</u> provided he/she can ask for repetition and reformulation. ✓ A2+ Conversation: Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. ✓ A2+ Audio: Can understand <u>the most important information</u> contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.). ✓ A2+ Audience: Can follow <u>the general outline of a demonstration or presentation</u> on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).

	<ul style="list-style-type: none"> ✓ Spoken clearly at a slow to normal rate ✓ Sometimes supported by visual or contextual clues ✓ Related to topics of personal relevance ✓ Relatively short / <i>Simple et courte.</i> ✓ In non-demanding contexts / <i>Prévisible et non exigeant.</i> ✓ Understands an expanded range of factual details and some implied meanings / <i>Comprend l'information explicite et parfois implicite./ Comprend l'essentiel des détails et certains éléments d'information implicites.</i> ✓ Sometimes relies on contextual clues for comprehension ✓ Begins to recognize some common registers and idioms ✓ May need some assistance (such as repetition, paraphrasing, speech modification or explanation) 	<ul style="list-style-type: none"> ✓ A2+ Audience: Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the <u>message is expressed slowly and clearly in simple language</u> and there is visual support (e.g. slides, handouts). ✓ A2+ Audience: Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language <u>and there is visual support (e.g. slides, handouts).</u> ✓ A2+ Watch: Can identify the main point of TV news items reporting events, accidents etc. <u>where the visual supports the commentary.</u> ✓ A2+ Conversation: Can generally understand clear, standard speech on <u>familiar matters</u> directed at him/her, provided he/she can ask for repetition or reformulation from time to time. ✓ A2+ Relaying: Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc., <u>provided that the topics concerned are familiar</u> and the delivery is slow and clear. ✓ A2+ Audio: Can understand the most important information contained in <u>short radio commercials</u> concerning goods and services of interest (e.g. CDs, video games, travel, etc.). ✓ A2+ Audience: Can follow the general outline of a demonstration or presentation on a <u>familiar or predictable topic</u>, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ A2+ Audience: Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and <u>there is visual support (e.g. slides, handouts).</u> <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ A2+ Overall Interaction: Can generally understand clear, standard speech on familiar matters directed at him/her, <u>provided he/she can ask for repetition or reformulation from time to time.</u>
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- ✓ Comprehension on the phone is difficult
- ✓ *Dans de courts échanges, conversations ou messages téléphoniques qui contiennent des salutations, des formules de politesse et de présentation et quelques renseignements (jusqu'à 5 répliques par interlocuteur) :*

INTERACTING WITH OTHERS

- ✓ Understand short social exchanges containing introductions, casual small talk and leave-taking. Communication is about 6 turns.]
- ✓ Identifies formal and casual style and register. / *Reconnaître différents niveaux de langue et le degré de formalité des échanges et du discours (formel et informel).*
- ✓ Identifies specific factual details and some implied meanings. / *Comprendre le sens général ainsi que l'information explicite et parfois implicite.*
- ✓ *Reconnaître le rôle et les rapports des interlocuteurs à partir d'indices dans les échanges.*
- ✓ *Comprendre les expressions pour entamer ou clore la conversation.*
- ✓ Listen and respond to a friend's simple, casual, familiar small talk.

- ✓ **A2+ Overall Interaction:** Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- ✓ **A2+ Interviews:** Can communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.
- ✓ **A2 Telecom:** Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet.
- ✓ **A2+ Telecom:** Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet.

- ✓ **A2 Other:** Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
- ✓ **A2 Interlocutor:** Can understand enough to manage simple, routine exchanges without undue effort;

NO MATCH

- ✓ **A2+ Relaying:** Can relay the point made in a clear, spoken announcement concerning familiar everyday subject
- ✓ **A2+ Processing text:** Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear.
- ✓ **A2+ Other** Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly
- ✓ **A2+ Turntaking:** (*Can use simple techniques to*) start, maintain, or end a short conversation.
- ✓ **A2+ Overall Interaction:** Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange

	<ul style="list-style-type: none"> ✓ Listen to a friend or co-worker describing plans for the weekend. / Écouter un ami ou un collègue raconter brièvement ses projets de fin de semaine. Pouvoir répondre aux questions <i>Qui? Quoi? Quand?</i> et <i>Où?</i> ✓ Listen to a discussion about household tasks to determine who ✓ <i>Comprendre les brefs propos d'un ami au téléphone et y réagir de façon appropriée.</i> ✓ <i>Comprendre le message téléphonique d'une réceptionniste concernant la modification de la date et de l'heure d'un rendez-vous.</i> <p>COMPREHENDING INSTRUCTIONS</p> ✓ Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance. ✓ Responds with appropriate actions to directions and instructions. ✓ Recognizes and identifies correct sequence of steps. ✓ Follow simple instructions from a doctor to deal with a common ailment (such as the flu or a cold). ✓ Follow instructions for a simple recipe to identify the order of the steps. ✓ Follow directions to locate items in a room, on a map or in a diagram. (Can you get me the book? It's in the middle cabinet, on the top shelf, on the right-hand side.) 	<p>ideas and information on familiar topics in predictable everyday situations.</p> <ul style="list-style-type: none"> ✓ A2+ Audio: Can understand in a radio interview <u>what people say they do in their free time</u>, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly. ✓ A2+ Info Exchange: Can ask and answer questions about <u>plans and intentions</u>. ✓ A2+ Overall: Can understand enough to <u>be able to meet needs of a concrete type</u> provided speech is clearly and slowly articulated. ✓ A2+ Telecom: Can use telecommunications with his/her friends to exchange simple news, <u>make plans, and arrange to meet</u>. ✓ A2+ Audio: Can understand in a radio interview <u>what people say they do in their free time</u>, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly. ✓ A2+ Announce: Can understand straightforward announcements (e.g. a <u>telephone recording</u> or radio announcement of a cinema programme or sports event, an <u>announcement that a train has been delayed</u>, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear. ✓ A2+ Announce: Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly. ✓ A2+ Info Exchange: Can (give and) follow simple directions and instructions e.g. explain how to get somewhere. ✓ NO MATCH ✓ A2+ Interview: (<i>Can describe to a doctor</i>) very basic symptoms and ailments such as cold and flu. ✓ A2+ Announce: Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly. ✓ A2+ Info Exchange: Can (give and) follow simple directions and instructions e.g. explain how to get somewhere.
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	<ul style="list-style-type: none"> ✓ Follow instructions for a basic task at work, such as making a photocopy or cleaning a piece of equipment. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Understand short communication intended to influence or persuade others in familiar, everyday situations. ✓ Identifies purpose, main ideas, factual details and some implied meanings in simple announcements, commercials or infomercials. ✓ Listen to a short, simple commercial about a product or information to decide whether the product is worth purchasing. service to get the gist and enough information to make a decision ✓ Listen to an airport ticket agent telling a traveller that a boarding pass cannot be given because the flight is now full and explaining when the next available flight will be departing. / <i>Écouter un message diffusé dans un aéroport annonçant un embarquement retardé; noter la raison du retard et la nouvelle heure d'embarquement.</i> ✓ Listen to an exchange between a sales clerk and a customer to determine the nature of the transaction. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand short descriptive or narrative communication on topics of personal relevance. ✓ Gets the gist. / Comprendre le sens général 	<ul style="list-style-type: none"> ✓ A2+ Goal-oriented: Can <u>understand enough to manage simple, routine tasks</u> without undue effort, asking very simply for repetition when he/she does not understand. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ A2+ Intermediary: Can communicate in <u>the overall sense of what is said in everyday situations</u>, following basic cultural conventions and <u>conveying the essential information</u>, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification. ✓ A2+ Watch: ✓ Can <u>follow a TV commercial</u> or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow. ✓ A2+ Audio: Can understand <u>the most important information contained in short radio commercials concerning goods and services of interest</u> (e.g. CDs, video games, travel, etc.). ✓ A2+ Announce: ✓ Can understand <u>straightforward announcements</u> (e.g. a telephone recording or radio announcement of a cinema programme or sports event, <u>an announcement that a train has been delayed</u>, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear. ✓ A2+ Other: Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. ✓ A2+ Audio: Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly. ✓ A2+ Audience: Can follow <u>the general outline of a demonstration or presentation</u> on a familiar or predictable topic, where the message is
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- ✓ Identifies factual details, **some implied meanings**, key words and expressions. / l'information explicite **et parfois implicite** (*Qui? Quand? Quoi? Où? etc.*).
- ✓ Identifies purpose, main ideas, factual details and some implied meanings in simple announcements, commercials or infomercials.
- ✓ Listen to a friend, colleague or classmate's story about shopping at a particular store to decide whether or not to shop there.
- ✓ Listen to a very short, clear weather report to use the information to decide what to wear.
- ✓ Listen to a brief description of topics to be covered in a course.
- ✓ Comprendre le message téléphonique d'un réceptionniste concernant la modification de la date et de l'heure d'un rendez-vous.
- ✓ Visual clues and setting support the meaning when the topic or situation is less routine or familiar.
- ✓ Listening texts can be short, informal monologues, presentations, dialogues or instructions.

- expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).
 - ✓ **A2+ Goods & Services:** Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.
 - ✓ **A2+ Watch:** Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.
 - ✓ **A2+ Audio:** Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.).
 - ✓ **A2+ Announce:** Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.
 - ✓ **A2+ Audio:** Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.
 - ✓ **A2 Audio:** Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.
- NO MATCH
- ✓ **A2+ Announce:** Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.
 - ✓ **A2+ Audience:** Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).
 - ✓ **A2+ Audio:** Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.).

		<ul style="list-style-type: none"> ✓ Topics are related to familiar, everyday situations of personal relevance. ✓ Context is non-demanding (i.e., routine, predictable) and personally relevant. 	<ul style="list-style-type: none"> ✓ A2+ Overall Interaction: Can ask and answer questions and exchange ideas and information on <u>familiar topics in predictable everyday situations.</u> ✓ A2+ Overall Interaction: Can manage <u>simple, routine exchanges</u> without undue effort; can ask and answer questions and exchange ideas and information on <u>familiar topics in predictable everyday situations.</u>
3	A2	<ul style="list-style-type: none"> ✓ Understand key words, formulaic phrases and most short sentences on topics of immediate personal relevance. ✓ <i>Consignes ou instructions simples; court récit personnel; descriptions d'une situation ou d'une activité quotidienne</i> ✓ <i>Comprend, dans des situations prévisibles, des énoncés simples ayant trait aux besoins courants de la vie de tous les jours.</i> ✓ Spoken clearly at a slow to normal rate ✓ Face-to-face with a supportive speaker <i>Avec un interlocuteur ou un petit groupe bienveillant qui a un débit lent, une articulation nette et qui adapte parfois son discours</i> ✓ Often supported by visual or contextual clues ✓ Related to topics of personal relevance ✓ En lien avec des besoins courants 	<ul style="list-style-type: none"> ✓ A2 Overall: Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated. ✓ A2 Announce: Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out. ✓ A2 Info exchange: Can ask and answer questions about what they do at work and in free time. ✓ A2 Overall: Can understand phrases and expressions related to <u>areas of most immediate priority</u> (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated. ✓ A1 Audio: Can understand and extract the essential information from short, recorded passages dealing with <u>predictable everyday matters</u> that are delivered slowly and clearly. ✓ A2 Conversation: Can understand what is said <u>clearly, slowly and directly</u> to him/her in simple everyday conversation; <u>can be made to understand</u>, if the speaker can take the trouble. ✓ A2 Audience: Can follow a very simple, well-structured presentation or demonstration, provided that it <u>is illustrated with slides, concrete examples or diagrams</u>, it is delivered slowly and clearly with repetition and the topic is familiar. ✓ A2 Overall: Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated. ✓ A2 Intermediary: Can communicate the main point of what is said in predictable, everyday situations, conveying back and forth information

	<ul style="list-style-type: none"> ✓ Relatively short / Simple et courte. ✓ In non-demanding contexts / <i>Prévisible et non exigeant</i> ✓ Understands the gist and an expanding range of factual details ✓ Needs some assistance (such as repetition and paraphrasing, speech modification, explanation, demonstration or occasional translation) ✓ Comprehension on the phone is very difficult <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand simple social exchanges, including styles of greetings, introductions and leave-taking. ✓ Identifies a range of common courtesy expressions in discourse. ✓ Begins to identify formal and casual style and register. ✓ Comprendre l'information explicite clé. ✓ Listen and respond to an informal greeting, simple exchange and leave-taking when meeting a child's teacher, a new colleague or a neighbour. ✓ Listen and respond to an apology from a classmate or co-worker for mistakenly taking a pen or pencil. <p>COMPREHENDING INSTRUCTIONS</p>	<p>about <u>personal wants and needs</u>, provided that the speakers help with formulation.</p> <ul style="list-style-type: none"> ✓ A2 Announce: Can catch the main point in <u>short, clear, simple</u> messages and announcements. ✓ A2 Audience: Can understand the outline of simple information given in a <u>predictable situation</u>, such as on a guided tour, e.g. 'This is where the President lives.' ✓ A2 Audience: Can understand the outline of simple information given in a <u>predictable situation</u>, such as on a guided tour, e.g. 'This is where the President lives.' ✓ A2 Audience: Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and <u>clearly with repetition</u> and the topic is familiar. ✓ A2 Telecom: Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet. ✓ A2 Other: Can follow in outline short, simple social exchanges, conducted very slowly and clearly. ✓ A2 Socioling: Can handle very short social exchanges, using everyday polite forms of greeting and address. ✓ NO MATCH ✓ A2 Telecom: Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock.'), confirm details of the message and pass it on by phone to other people concerned. ✓ A2 Conversation: Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. ✓ A2 Conversation: Can make and <u>respond to</u> invitations, suggestions and <u>apologies</u>. ✓ A2 Announce: Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.
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	<ul style="list-style-type: none"> ✓ Understand instructions and directions related to familiar, everyday situations of immediate personal relevance. ✓ Identifies words and phrases that indicate movement, location, measurement, weight, amount and size. ✓ Responds with correct actions to directions and instructions. ✓ Réagir de façon verbale ou non verbale. ✓ Follow simple instructions from a salesperson in order to locate items in various sections of a store. (The men's section is upstairs, to the left.) ✓ Follow instructions for completing a class assignment. (Put your name at the top of the page. Read each false. Circle the right answers.) question carefully. A ✓ Follow oral directions from a GPS device about how to reach a location. (Turn right in 50 meters.) ✓ Comprendre les instructions d'une recette de cuisine (<i>Faites fondre 200 grammes de beurre. Ensuite, ajoutez lentement 100 millilitres de lait.</i>). <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Understand expressions used in familiar everyday situations (such as requests, permission and warnings). ✓ Identifies phrases and sentences related to simple persuasive functions. / <i>Dans un court message qui vise à influencer ou à persuader (p. ex., une annonce ou un message publicitaire) :</i> ✓ Écouter un enseignant avertir les apprenants des conséquences de la remise d'un travail en retard. Retenir l'information importante et la transmettre à un camarade de classe. ✓ Écouter une annonce publicitaire télévisée au sujet de rabais intéressants. Noter l'adresse du magasin et quelques renseignements importants concernant les rabais. 	<ul style="list-style-type: none"> ✓ A2 Announce: Can understand simple directions relating to how to get from X to Y, by foot or public transport. <p>A2 Cooperating: Can indicate when he/she is following.</p> <ul style="list-style-type: none"> ✓ A2 Announce: Can understand simple directions relating to how to get from X to Y, by foot or public transport. ✓ A2 Announce: Can understand basic instructions on times, dates and numbers etc., and <u>on routine tasks and assignments to be carried out.</u> ✓ A2 Announce: Can understand simple directions relating to how to get from X to Y, by foot or public transport. ✓ A2 Announce: Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out. <p>✓ A2 Conversation: <u>Can make and respond to invitations, suggestions and apologies.</u></p> <p>✓ NO MATCH</p> <ul style="list-style-type: none"> ✓ A2 Processing: Can convey the main point(s) contained in clearly structured, short, simple spoken (and written) texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so. ✓ A2 Audio: Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.
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		<p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine. / Comprendre des récits courts ou des descriptions simples portant sur une expérience personnelle, une personne, une situation ou une activité familières. ✓ Gets the gist. ✓ Identifies factual details, key words and expressions as required. ✓ Listen to a short, simple announcement at school to inform a classmate, who is absent, of what action to take (e.g. bring food to share, arrange to stay late). ✓ Écouter une annonce courte et simple au sujet d'un évènement à l'école et transmettre l'information à un camarade de classe absent. ✓ Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). ✓ Topics are related to familiar, everyday situations of personal relevance. ✓ Context is non-demanding (i.e., routine, predictable) and personally relevant. ✓ Reconnaître les liens entre les éléments d'un court message (<i>l'ordre des évènements dans un récit court ou l'ordre des étapes dans des consignes simples</i>). 	<ul style="list-style-type: none"> ✓ A2 Info Exchange: Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like. ✓ A2 Announce: Can catch the main point in short, clear, simple messages and announcements. ✓ A2 Info Exchange: Can ask and answer questions about what they do at work and in free time. ✓ A2 Info Exchange: Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like. ✓ A2 Announce: Can catch the main point in short, clear, simple messages and announcements. ✓ A2 Relay: Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language. ✓ A2 Audience: Can follow a very simple, well-structured presentation or demonstration, provided that it <u>is illustrated with slides, concrete examples or diagrams</u>, it is delivered slowly and clearly with repetition and the topic is familiar. ✓ A2 Overall: Can understand phrases and expressions related to areas of <u>most immediate priority</u> (e.g. <u>very basic personal and family information, shopping, local geography, employment</u>), provided speech is clearly and slowly articulated. ✓ A2 Audience: 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 Audio: Can understand the important points of a story and <u>manage to follow the plot</u>, provided the story is told slowly and clearly.
2	A1	<ul style="list-style-type: none"> ✓ Understand a limited number of individual words, simple phrases and short, simple sentences related to immediate personal needs. ✓ <i>Saisit le sens de quelques données explicites.</i> 	<ul style="list-style-type: none"> ✓ A1 Interlocutor: Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

	<ul style="list-style-type: none"> ✓ Spoken clearly at a slow rate ✓ Face-to-face <u>with a highly supportive speaker</u> / <i>Avec un interlocuteur bienveillant qui a un débit lent et une articulation nette, et qui adapte constamment son discours pour faciliter la compréhension (répétition, paraphrase, démonstration, traduction).</i> ✓ Strongly supported by visuals or non-verbal communication (pictures, gestures) ✓ Related to immediate personal needs ✓ Short / <i>Très simple et très courte.</i> ✓ In non-demanding contexts / Prévisible et non exigeant. ✓ Understands simple phrases, short, simple sentences and a few factual details ✓ Recognizes meaning based on familiar words and phrases and may show some initial understanding of simple sentences and structures ✓ Relies on contextual and other visual clues for comprehension ✓ Needs considerable assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation) 	<ul style="list-style-type: none"> ✓ A1 Overall: Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech ✓ A1 Overall: Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. ✓ A1 Overall Interaction: Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair ✓ Pre-A1 Overall: Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. ✓ A1 Overall Interaction: ... answer simple questions, initiate and <u>respond to simple statements in areas of immediate need or on very familiar topics.</u> ✓ A1 Audio: Can pick out concrete information (e.g. places and times) from <u>short audio recordings</u> on familiar everyday topics, provided they are delivered very slowly and clearly. Can relay simple, predictable information about times and places given in <u>short, simple statements.</u> ✓ A1 Audience: Can understand in outline very simple information being explained in a <u>predictable situation like a guided tour</u>, provided that speech is very slow and clear and that there are long pauses from time to time. ✓ A1 Other: Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly. ✓ A1 Watch: Can <u>recognise familiar words and phrases and identify the topics</u> in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. ✓ A1 Watch: Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, <u>by exploiting visual information and general knowledge.</u>
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	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. ✓ Identifies common courtesy phrases and an expanding range of expressions. ✓ Responds to requests for basic personal information or to identify people and objects. ✓ Recognizes appeals for repetition or clarification. ✓ Listen and respond to a short greeting that includes a goodwill expression from a neighbour, co-worker or classmate. (<i>How's it going? Great. Good to see you. How's your daughter? Fine, thank you. Talk to you later. Have a good day.</i>) <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand short, simple, common instructions, commands, requests and directions related to immediate personal needs. [Instructions/commands are simple imperative sentences.] ✓ Identifies letters and numbers. ✓ Identifies words or phrases that indicate positive or negative commands or requests. ✓ Responds verbally (by answering questions) or with actions. ✓ Follow instructions, directions and requests from a teacher, receptionist or sales representative. (<i>How do you spell your name? Over there. Sign on the line.</i>) 	<ul style="list-style-type: none"> ✓ A1 Overall Interaction: Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. ✓ A1 Manual - Receptive competence: Can understand the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc. ✓ A1 Info exchange: Can ask and answer questions about themselves and other people, where they live, people they know, things they have. ✓ NO MATCH ✓ A1 Overall Interaction: Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ✓ A1 Announce: Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. ✓ A1 Announce: 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. ✓ Pre-A1 Announce: 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. ✓ A1 Announce: Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment. ✓ A1 Announce: Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
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	<p>Initial here. Go upstairs. Can I see some identification?)</p> <ul style="list-style-type: none"> ✓ GETTING THINGS DONE ✓ Understand expressions used to make and respond to requests and warnings in situations of immediate personal need. ✓ Identifies expressions for basic requests and warnings. ✓ Recognizes apologies. ✓ Listen to a teacher's request or warning during a fire drill (Leave your belongings. Close the door behind you.) and respond accordingly. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand simple information about familiar, concrete topics. (<i>renseignements personnels, description de personnes ou d'objets</i>). ✓ Identifies specific factual details, such as numbers, letters, time, place, key words and expressions. ✓ Identifies words related to personal identification information. ✓ <i>Dans des énoncés et des questions simples (quelques phrases courtes) sur des sujets concrets et familiers (renseignements personnels, description de personnes ou d'objets) :</i> ✓ <i>Comprendre les énoncés et les questions</i> 	<ul style="list-style-type: none"> ✓ A1 Info exchange: Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ✓ A1 Overall Interaction: Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. ✓ A1 Online Conversation: can respond to further comments with standard expressions of thanks and apology. ✓ A1 Goal-oriented: Can act on basic instructions that involve times, locations, numbers etc. <ul style="list-style-type: none"> ✓ A1 Info Exchange: Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. ✓ A1 Overall: Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech. ✓ A1 Conversation: Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. ✓ A1 Overall: Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech <ul style="list-style-type: none"> ✓ A1 Info exchange: Can ask and answer questions about themselves and other people, where they live, people they know, things they have. ✓ A1 Other: Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings, provided they are talking slowly and clearly. ✓ A1 Overall Interaction: Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
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	<ul style="list-style-type: none"> ✓ <i>Identifier des mots courants et des expressions courantes ainsi que des nombres, des dates et des expressions de temps.</i> 	<ul style="list-style-type: none"> ✓ A1 Overall: Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech ✓ A1 Range: Has a very basic range of simple expressions about personal details and needs of a concrete type. ✓ A1 Announce: Can understand <u>figures</u>, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop. ✓ A1 Overall: Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
	<ul style="list-style-type: none"> ✓ Listen to a friend, colleague or classmate give basic personal information about his/her life. ✓ Listen to a classmate give simple personal details, such as spelling his/her name and giving a <u>phone number</u> and email address. ✓ Listen to a client giving his/her license plate number and the name and title of a person he/she is meeting at a workplace reception desk. ✓ Speech is clear and at a slow rate. ✓ Listening texts can be very short, informal monologues, dialogues or simple instructions. ✓ Language is limited to simple phrases and simple, short sentences. ✓ Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). ✓ Topics are related to familiar, everyday situations of immediate personal needs. ✓ Context is non-demanding (i.e., routine, predictable) and personally relevant. 	<ul style="list-style-type: none"> ✓ Pre-A1 Overall: Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. ✓ A1 Audio: Can pick out concrete information (e.g. places and times) from <u>short audio recordings</u> on familiar everyday topics, provided they are delivered very slowly and clearly. ✓ A1 Overall: Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. ✓ A1 Audio: Can pick out concrete information (e.g. places and times) from short audio recordings <u>on familiar everyday topics</u>, provided they are delivered very slowly and clearly. ✓ A1 Overall: Can recognise concrete information (e.g. places and times) on <u>familiar topics encountered in everyday life</u>, provided it is delivered in slow and clear speech ✓ A1 Overall Interaction: Can ask and answer simple questions, initiate and respond to simple statements in <u>areas of immediate need or on very familiar topics</u>. ✓ A1 Audience: Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that

			speech is very slow and clear and that there are long pauses from time to time.
1	Pre-A1	<ul style="list-style-type: none"> ✓ Understand a very limited number of common individual words, simple phrases and routine courtesy formulas related to immediate personal needs. ✓ <i>Comprend certains mots-clés et des expressions décrivant des données personnelles de base, ainsi que les nombres, les noms d'objets familiers et les dates.</i> ✓ Spoken clearly at a slow rate / <i>Avec un interlocuteur bienveillant qui a un débit très lent et une articulation nette (Le débit de l'interlocuteur est lent et l'articulation est distincte,)</i> ✓ Strongly supported by visuals or non-verbal communication (pictures, gestures) ✓ Face-to-face with a highly supportive speaker or via digital media (usually one-on-one) ✓ Related to immediate personal needs ✓ Very short ✓ In non-demanding contexts/ <i>Prévisible et non exigeant.</i> ✓ Understands simple phrases and a few factual details ✓ Recognizes meaning based on individual familiar words and short formulaic phrases ✓ Relies heavily on gestures and other visual clues for comprehension 	<ul style="list-style-type: none"> ✓ Pre-A1 Overall: Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context. ✓ Pre-A1 Other Speakers: Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings, provided they are talking slowly and clearly. ✓ Pre-A1 Overall: Can recognise everyday, familiar words, provided they are <u>delivered clearly and slowly</u> in a clearly defined, familiar, everyday context. ✓ Pre-A1 Overall: Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and <u>accompanied by visuals or manual gestures</u> to support understanding and repeated if necessary. ✓ A1 Overall Interaction: Communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. ✓ Pre-A1 Relaying: Can list names, numbers, prices and <u>very simple information of immediate interest</u>, provided that the speaker articulates very slowly and clearly, with repetition. ✓ Pre-A1 Overall: Can understand <u>short, very simple questions and statements</u> provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. ✓ A1 Audience: Can understand in outline very simple information being explained in a <u>predictable situation like a guided tour</u>, provided that speech is very slow and clear and that there are long pauses from time to time. ✓ Pre-A1 Audio: Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly ✓ Pre-A1 Audio: Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly ✓ Pre-A1 Overall: Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and

		<ul style="list-style-type: none"> ✓ Needs extensive assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation) <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand individual greetings, introductions and goodwill expressions. ✓ Identifies individual, familiar words and short phrases used in common courtesy formulas. ✓ Recognizes appeals for repetition. ✓ Indicates comprehension with appropriate verbal or non-verbal responses. ✓ <i>Reconnaître des mots isolés et quelques expressions mémorisées.</i> ✓ Listen and respond to a greeting from a neighbour, co-worker or classmate. (Hello. How are you?) ✓ Listen to someone's introduction and ask for it to be repeated, if necessary. ✓ COMPREHENDING INSTRUCTIONS ✓ Understand very short, simple instructions, commands and requests related to immediate personal needs. [Instructions/commands are about 2 to 5 words.] ✓ Identifies letters and numbers. ✓ Identifies words or phrases that indicate positive or negative commands or requests. 	<p><u>accompanied by visuals or manual gestures</u> to support understanding and repeated if necessary.</p> <ul style="list-style-type: none"> ✓ Pre-A1 Announce: .. provided they are delivered slowly face-to- face, accompanied by pictures or manual gestures and <u>repeated if necessary</u>. ✓ Pre-A1 Interlocutor: Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary. ✓ Pre-A1 Conversation: Can recognise simple greetings. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ A1 Clarification: Can indicate with words, intonation and gestures that he/she does not understand. ✓ Pre-A1 Audio: Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly ✓ Pre-A1 Conversation: Can recognise simple greetings. ✓ Pre-A1 Interlocutor: Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and ✓ Pre-A1 Goal-oriented: Can act on basic instructions that involve times, locations, numbers etc. ✓ Pre-A1 Announce: 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 ✓ Pre-A1 Overall: 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 Announce: Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are
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		<ul style="list-style-type: none"> ✓ Responds to requests and directions to provide personal information. ✓ Indicates comprehension with appropriate verbal and non-verbal responses. ✓ Listen to letters and follow instructions for spelling a word. ✓ Follow mostly imperative instructions from a teacher, co-worker or classmate. (Open your book. Please come in. Sit down. Close the door. Open the window. Turn right. Raise your hand.) ✓ Follow a simple instruction about which bus to take (accompanied by gestures indicating where to go). ✓ GETTING THINGS DONE ✓ Understand expressions used to attract attention and to request assistance in situations of immediate personal need. ✓ Identifies a few common key words and formulaic expressions (<i>Help! Watch out!</i>). ✓ Listen and respond to common expressions used in a store (such as a sales clerk's offer to provide assistance: May I help you?). ✓ Listen and respond to expressions used to attract attention and request assistance. (Excuse me. Hello. Can you help me? Pardon me.) 	<p>delivered slowly face-to- face, accompanied by pictures or manual gestures and repeated if necessary.</p> <ul style="list-style-type: none"> ✓ Pre-A1 Interlocutor: Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated. ✓ A1 Clarification: Can indicate with words, intonation and gestures that he/she does not understand. ✓ NO MATCH ✓ Pre-A1 Announce: 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 Goal-oriented: Can act on basic instructions that involve times, locations, numbers etc. ✓ Pre-A1 Conversation: Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.' ✓ Pre-A1 Conversation: Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.' ✓ Pre-A1 Interlocutor: Can understand simple questions which directly concern him/her, (<i>for example about name, age and address or similar things</i>), if the person is asking slowly and clearly. ✓ Pre-A1 Overall: Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. ✓ Pre-A1 Conversation: Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'
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	<ul style="list-style-type: none"> ✓ COMPREHENDING INFORMATION ✓ Understand very simple information about highly familiar, concrete topics. / <i>Comprendre des éléments d'information et des questions très simples sur des sujets concrets et familiers (renseignements personnels de base, description de personnes et d'objets).</i> ✓ Identifies a few obvious factual details, such as numbers, letters, times and dates. ✓ Identifies a few key words and short expressions related to immediate needs. ✓ Listen and get a few obvious details from someone being introduced (such as where they are from). ✓ Listen to a medical receptionist's confirmation of personal information (such as name, address and phone number). ✓ Listen to a request for the time and a response that gives the time. ✓ Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). ✓ Listening texts can be short, informal monologues, dialogues or short, simple instructions. ✓ Language is limited to familiar, individual, high-frequency words and short phrases. ✓ Topics are related to familiar, everyday situations of immediate personal needs. ✓ <i>Comprendre certains mots clés et des expressions relatives à des renseignements personnels de base.</i> 	<ul style="list-style-type: none"> ✓ A1 Overall: Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech ✓ Pre-A1 Overall: 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 Interlocutor: Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary. ✓ Pre-A1 Interlocutor: Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, ✓ Pre-A1 Interlocutor: Can understand simple questions which directly concern him/her, for example about name, age and address or similar things, if the person is asking slowly and clearly. ✓ Pre-A1 Info exchange: Can ask and tell day, time of day and date. ✓ Pre-A1 Overall: Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and <u>accompanied by visuals or manual gestures</u> to support understanding and repeated if necessary. ✓ Pre-A1 Overall: Can understand <u>short, very simple questions and statements</u> provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. ✓ Pre-A1 Overall: Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech ✓ Pre-A1 Overall Interaction: respond to simple statements in areas of <u>immediate need or on very familiar</u> topics. ✓ Pre-A1 Interlocutor: Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to
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			him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated.
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Speaking

CLB NCLC	CEFR	CLB/NCLC	CEFR
12	C2	<ul style="list-style-type: none"> ✓ <u>Communicate with confidence</u> in demanding or challenging non-routine work, educational and social situations ✓ Fluent for most demanding contexts ✓ <u>Adapte et ajuste aisément son discours aux situations et aux auditoires très variés et tient compte des conventions sociolinguistiques.</u> ✓ <u>Mener avec aisance et spontanéité des échanges d'ordre personnel et professionnel dans une variété de contextes formels et officiels où les enjeux sont très élevés et où l'on traite de sujets complexes et délicats, répondre de façon appropriée à de l'hostilité, de la critique ou des jugements de valeur négatifs</u> <p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Manage a broad range of personal and business interactions, in <u>both formal and informal situations to appropriately</u> and effectively negotiate needs, feelings and attitudes ✓ Obtient, fournit et échange <u>de façon fluide et nuancée de l'information, des idées et des opinions en lien avec d'importants projets (personnels, professionnels, d'études), dans des situations complexes qui peuvent être très imprévisibles, pour répondre à des besoins personnels ou collectifs.</u> ✓ Présider une réunion, un débat ou une discussion qui se déroule en public ou dans les médias ✓ Maîtriser les règles de procédures pour assurer que <u>le débat se déroule efficacement</u> et que le droit de parole de chacun soit respecté. ✓ Emploie plusieurs stratégies pour <u>gérer la conversation</u>, notamment pour <u>orienter la discussion et éviter les digressions</u>, et pour relever des problèmes de communication et y remédier. 	<ul style="list-style-type: none"> ✓ C2 Conversation: Can <u>converse comfortably and appropriately</u>, unhampered by any linguistic limitations in conducting a full social and personal life. ✓ C2 Overall Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can <u>convey finer shades of meaning precisely</u> by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. ✓ C2 Range: <u>Shows great flexibility</u> reformulating ideas in differing linguistic forms to <u>convey finer shades of meaning precisely</u>, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of <u>idiomatic expressions and colloquialisms</u> ✓ C2 Interviews: Can keep up his side of the dialogue extremely well, structuring the talk and interacting authoritatively with effortless fluency ✓ C2 Formal Discussion: Can <u>deal with hostile questioning confidently</u>, hold on to his/her turn to speak and diplomatically rebut counterarguments. ✓ C2: Encouraging conceptual talk: Can effectively lead the development of ideas in a discussion of complex abstract topics, <u>guiding the direction of the talk</u> by targeting questions and encouraging others to elaborate on their reasoning. ✓ C2 Cooperating: Can link contributions skilfully to those of other speakers, widen the scope of the interaction and <u>help steer it towards an outcome.</u>

		<p>GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Manages and mediates conflicts or disputes ✓ Negotiates detailed contracts or agreements. <i>Négocier une entente, un contrat détaillé</i> <p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Give <u>complex instructions</u> on <u>technical and non-technical tasks, procedures and processes</u> in most demanding situations. <i>Donner des consignes claires et détaillées pour exécuter des procédures et des procédés techniques et spécialisés complexes, à multiples étapes et peu connus, dans une situation exigeante et stressante où les enjeux peuvent être très élevés</i> <p>SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Ask for, give and discuss detailed complex information to advise, counsel or collaborate on complex projects. 	<ul style="list-style-type: none"> ✓ C1 Collaborating: Can <u>frame a discussion to decide a course of action</u> with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. ✓ C2 Collaborating: Can summarize, evaluate and link the various contributions in order <u>to facilitate agreement for a solution or way forward</u>. ✓ C2 Overall mediation: Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. ✓ C2 Socioling: Can mediate effectively and naturally between speakers of the target language and of his/her own community, taking account of sociocultural and sociolinguistic differences. ✓ C2 Socioling: Can effectively employ a wide variety of sophisticated language to...persuade, dissuade, negotiate and counsel ✓ C2 Delicate & disagreements: Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions. ✓ C2 Delicate & disagreements: Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others. ✓ C1 Giving Info: Can give instructions on carrying out a series of <u>complex professional or academic procedures</u>. ✓ C2 Formal Discussion: Can advise on/handle delicate or contentious issues, provided he/she has the necessary specialized knowledge ✓ C2 Informal Discussion: Can advise on or talk about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism
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	<ul style="list-style-type: none"> ✓ Give <u>lecture-style presentations</u> to explain and hypothesize about causal or logical relationships, or to evaluate and critique demands, recommendations or appeals. (Sharing info) <i>Préserver un exposé de type explicatif, argumentatif ou magistral devant un auditoire connu ou non, à l'occasion d'une présentation d'un projet de recherche, d'une conférence ou d'un symposium</i> ✓ A wide range of <u>concrete, abstract and idiomatic language</u> used appropriately, accurately and flexibly, <u>including figures of speech and cultural references</u> ✓ <u>Excellent control over</u> an expanded variety of <u>complex grammar structures</u> ✓ Grammar, vocabulary and pronunciation do not impede communication ✓ Demonstrates <u>excellent control, flexibility and range</u> of linguistic forms. ✓ S'exprime avec un <u>débit se rapprochant de celui d'un locuteur natif</u>. 	<ul style="list-style-type: none"> ✓ C2 Addressing audiences: Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning. ✓ C2 Thematic development: Can use the conventions of the type of text concerned with sufficient flexibility to <u>communicate complex ideas in an effective way</u>, holding the target reader's attention with ease and fulfilling all communicative purposes. ✓ C1 Putting a case: Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. ✓ B2 Informal discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. ✓ B2 Formal discussion: Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. ✓ C2 Overall Interaction: has a <u>good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning</u>; backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. ✓ C2 Accuracy: Maintains <u>consistent grammatical control of complex language</u>, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). ✓ C2 Gen Ling Range: Can exploit a <u>comprehensive and reliable mastery of a very wide range of language</u> to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. ✓ C2 Spoken fluency: Can express him/herself at length with a <u>natural, effortless, unhesitating flow</u>. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation. ✓ C2 Monitoring & repair: Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
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		<ul style="list-style-type: none"> ✓ Speaks in coherent, connected discourse <i>Tient un discours clair, structuré et élaboré et développe clairement ses idées et les renseignements</i> ✓ Uses appropriate intonation, pitch, volume, <u>tone of voice</u> and <u>non-verbal behaviours</u> for greater impact. 	<ul style="list-style-type: none"> ✓ C2: Coherence: Can create <u>coherent and cohesive text</u> making full and appropriate use of a variety of <u>organisational patterns</u> and a <u>wide range of cohesive devices</u>. ✓ C2 Overall Interaction: Can interact with ease and skill, <u>picking up</u> and using <u>non-verbal and intonational cues</u> <u>apparently effortlessly</u>. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc. ✓ C2 Overall Phonological control: Can employ <u>the full range of phonological features</u> in the target language with a high level of control – including <u>prosodic features</u> such as <u>word and sentence stress, rhythm and intonation</u> – <u>so that the finer points of his/her message are clear and precise</u>. Intelligibility and effective conveyance and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).
11	High C1 / Low C2	<ul style="list-style-type: none"> ✓ Communicate <u>comfortably in demanding or challenging non-routine work, education and social situations</u> and present information about complex, abstract, general and specialized topics. <i>Obtient, fournit et échange avec aisance de l'information, des idées et des opinions en lien avec d'importants projets (personnels, professionnels, d'études), dans des situations complexes prévisibles ou non, pour répondre à des besoins personnels ou collectifs.</i> ✓ Fluent for many demanding contexts ✓ A <u>wide range of concrete, abstract and idiomatic language</u> used appropriately, accurately and <i>flexibly</i>, including figures of speech and cultural references. ✓ <i>Les sujets de conversation sont complexes, abstraits et parfois spécialisés.</i> 	<ul style="list-style-type: none"> ✓ C2 Global: Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. ✓ C2 Overall interaction: Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. ✓ C1 Overall production: Can produce clear, <u>well-structured, detailed text on complex subjects</u>, showing controlled use of organisational patterns, connectors and cohesive devices. ✓ C1 Spoken fluency: Can express him/herself fluently and spontaneously. Only a conceptually difficult subject can hinder a natural, smooth flow of language. ✓ C1 Conversation: Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. ✓ C2 Conversation: Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.

		<p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Manage an expanded range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as criticism and value judgements). <i>Mener efficacement des échanges d'ordre personnel et professionnel dans un contexte formel, où les enjeux sont élevés et où les échanges visent à satisfaire des besoins collectifs; répondre de façon appropriée à de l'hostilité, de la critique ou des jugements de valeur négatifs</i> ✓ <u>Savoir formuler des commentaires critiques avec tact et diplomatie</u> <ul style="list-style-type: none"> ✓ Facilitate or chair formal meetings, discussions or debates. ✓ <i>Utiliser à bon escient les règles de procédures pour assurer que le débat soit équitable et que tous les participants aient la chance d'intervenir.</i> ✓ <i>Présider une discussion ou un débat dans un grand groupe dans un contexte officiel : Utiliser diverses stratégies pour éviter les digressions;</i> ✓ <i>Emploie plusieurs stratégies pour gérer la conversation, notamment pour orienter la discussion et éviter les digressions et pour relever des problèmes de communication et y remédier.</i> 	<ul style="list-style-type: none"> ✓ C1: Overall spoken interaction: Can use the language fluently, accurately and effectively on a wide range of <u>general, academic, vocational or leisure topics</u>, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. ✓ C2 Overall interaction: Has a <u>good command of idiomatic expressions</u> and colloquialisms <ul style="list-style-type: none"> ✓ C1 Online: Can participate effectively in live, online <u>professional or academic discussion</u>, asking for and giving further clarification of complex, abstract issues as necessary. ✓ C1 Cooperating: Can relate own contribution skilfully to those of other speakers. ✓ C1 Facilitating collab: Can show sensitivity to different perspectives within a group, acknowledging contributions and <u>formulating any reservations, disagreements or criticisms</u> in such a way as to avoid or minimize any offence. ✓ C1 Socioling: Can <u>frame critical remarks or express strong disagreement diplomatically</u>. ✓ C2 Informal Discussion: Can advise on or talk about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism ✓ C2 Formal Discussion: Can advise on/handle complex, delicate or contentious issues, provided he/she has the necessary specialized knowledge. <ul style="list-style-type: none"> ✓ C1 Goal-oriented: Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. ✓ C2 Encouraging conceptual talk: Can effectively lead the development of ideas in a discussion of complex abstract topics, guiding the direction of the talk by targeting questions and encouraging others to elaborate on their reasoning. ✓ C1 Facilitating: Can develop the interaction and tactfully help steer it towards a conclusion.
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		<p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Gives complex instructions for technical and non-technical tasks, procedures and processes in many demanding situations <p>GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Uses a variety of persuasive techniques to obtain agreement ✓ Negotiate mutually agreeable solutions to problems. [Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.] ✓ <i>Négocier un accord ou un engagement avec tact et diplomatie :</i> ✓ <i>Obtenir <u>une concession</u> de l'autre partie par une argumentation logique et en faisant appel à des sentiments et à des considérations d'ordre éthique</i> <p>SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Ask for, give and discuss detailed complex information to solve problems, make decisions, supervise, motivate or discipline someone or evaluate performance. / <i>motiver son personnel, prendre des mesures disciplinaires à l'égard de quelqu'un ou faire une évaluation de performance</i> 	<ul style="list-style-type: none"> ✓ C1 Managing interaction: Can <u>intervene diplomatically</u> in order to redirect talk, prevent one person dominating or to confront disruptive behaviour. ✓ C1 Turntaking: Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. ✓ C1 Giving Info: Can give instructions on carrying out a series of <u>complex professional or academic procedures</u>. ✓ C2 Socioling: Can effectively employ a wide variety of sophisticated language to persuade, dissuade ✓ C1 Obtaining goods & services: Can negotiate complex or sensitive transactions in public, professional or academic life ✓ C1 Facilitating: Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. ✓ C2 Managing interaction: Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support. ✓ C1 Collab: Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. ✓ C1 Collab: Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus. ✓ C1 Managing interaction: Can <u>intervene diplomatically</u> in order to redirect talk, prevent one person dominating or to confront disruptive behaviour. ✓ C1 Delicate: Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and <u>what they may be willing to give up</u> under certain circumstances.
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		<ul style="list-style-type: none"> ✓ Give expository or argumentative presentations at symposia or conferences to explain complex concepts on known (through areas of expertise) or researched non-personal, abstract topics. ✓ Adapts language and adjusts speaking style and register to suit a wide range of different contexts, audiences, genres and purposes ✓ Uses appropriate intonation, pitch and tone of voice to express desired meanings ✓ <i>S'exprime avec un débit se rapprochant de celui d'un locuteur natif.</i> 	<ul style="list-style-type: none"> ✓ C2 Delicate: Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others. ✓ C2 Formal discussion: Can <u>hold his/her own in formal discussion of complex issues</u>, putting an articulate and persuasive argument, at no disadvantage to other speakers. ✓ C1 Putting a case : Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. ✓ C2 Formal discussion Can deal with hostile questioning confidently, hold on to his/her turn to speak and diplomatically rebut counter-arguments. ✓ C1 Addressing audiences: Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. ✓ C1 Putting a case: Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. ✓ C1 Informal discussion: Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. ✓ C1 Flexibility: Can modify his/her expression to express degrees of commitment or hesitancy, confidence or uncertainty ✓ C1 Online: Can <u>adapt his/her register according to the context</u> of online interaction, moving from one register to the other within the same exchange if necessary. ✓ C1 Socioling: Can <u>adjust his/her level of formality (register and style)</u> to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register. ✓ C2 Global: Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
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		<ul style="list-style-type: none"> ✓ <i>Tient un discours clair, structuré et élaboré et développe clairement ses idées et les renseignements.</i> ✓ <i>Emploie des figures de style (allégorie, exagération), des tournures et d'autres moyens pour aider l'auditeur à suivre (p. ex., définition, généralisation, résumé).</i> <ul style="list-style-type: none"> ✓ <u>Very good control</u> over an expanded variety of complex grammar structures ✓ Demonstrates <u>very good control</u>, <u>flexibility</u> and <u>a range</u> of linguistic forms. ✓ Grammar, vocabulary and pronunciation <u>do not impede communication</u> ✓ <i>Emploie un vocabulaire étendu et précis, concret et abstrait, riche, varié, technique et spécialisé</i> ✓ <i>vaste gamme d'expressions idiomatiques</i> <ul style="list-style-type: none"> ✓ <i>Connaît très bien les références culturelles.</i> ✓ <i>tient compte des conventions sociolinguistiques.</i> <ul style="list-style-type: none"> ✓ <i>prosodie (intonation, voix, débit, etc.), en tenant compte des conventions sociolinguistiques.</i> 	<ul style="list-style-type: none"> ✓ C2 Table 3 Interaction (Turntaking): Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc. ✓ C2 Monitoring: Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. <ul style="list-style-type: none"> ✓ C1 Thematic: Can expand and support main points at some length with subsidiary points, reasons and relevant examples. ✓ C1 Thematic: Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. ✓ C1 Coherence: Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. ✓ C2 Flexibility: Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity. <ul style="list-style-type: none"> ✓ C1 Gen Ling Range: Can use a broad range of complex grammatical structures appropriately and with considerable flexibility ✓ C1 Accuracy: Consistently maintains a <u>high degree of grammatical accuracy</u>; <u>errors are rare</u>, difficult to spot and generally corrected when they do occur ✓ C2 Socioling: Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning <ul style="list-style-type: none"> ✓ C2 Socioling: Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient speakers of the target language and can react accordingly. <ul style="list-style-type: none"> ✓ C2 Phonology: Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation
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10	C1	<ul style="list-style-type: none"> ✓ Fluent for an increasing range of demanding contexts ✓ Communicate <u>with increasing confidence</u> in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract and general topics. ✓ <i>Obtient, fournit et échange de façon autonome de l'information, des idées et des opinions en lien avec d'importants projets (personnels, professionnels, d'études) dans des situations complexes, prévisibles ou non.</i> <ul style="list-style-type: none"> ✓ Expressions and registers appropriate for occasions, intents and social situations ✓ An expanding range of concrete, <u>abstract</u> and idiomatic language <u>suited to context and purpose</u>, which may include figures of speech and <u>cultural references</u> ✓ <i>Adapte et ajuste son discours aux situations et aux auditoires très variés et tient compte des conventions sociolinguistiques.</i> <p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Manage an expanding range of personal and business interactions that involve needs, feelings and attitudes (such as perceived hostility, blame, sarcasm or condescension). [Communication may be related to high-stakes situations where tone and register have an impact on the outcome.] / <i>Mener efficacement des échanges d'ordre personnel et professionnel dans un contexte formel ou informel où les enjeux peuvent être élevés et où peuvent se manifester de la mauvaise volonté ou de la désapprobation;</i> 	<ul style="list-style-type: none"> ✓ C1 Fluency: Can express him/herself <u>fluently and spontaneously, almost effortlessly</u>. Only a conceptually difficult subject can hinder a natural, smooth flow of language. ✓ C1 Formal discussion: Can easily keep up with the debate, even on abstract, complex unfamiliar topics. ✓ C1 Overall Interaction: Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. ✓ C1 Global: Can use language flexibly and effectively for <u>social, academic and professional purposes</u>. ✓ C1 Range: Has a good command of a broad range of language allowing him/her to select a formulation <u>to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics</u> without having to restrict what he/she wants to say. <ul style="list-style-type: none"> ✓ C1 Socioling: Can use language flexibly and effectively for social purposes, including emotional, <u>allusive</u> and joking <u>usage</u>. ✓ C1 Socioling: Can adjust his/her level of formality (register and style) to <u>suit the social context: formal, informal or colloquial as appropriate</u> and maintain a consistent spoken register. <ul style="list-style-type: none"> ✓ C1 Goal-oriented: Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarizing, elaborating and weighing up multiple points of view ✓ C2 Overall mediation: Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
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	<p><i>répondre de façon appropriée à des affirmations mensongères ou des remarques humiliantes, condescendantes ou sarcastiques</i></p> <ul style="list-style-type: none"> ✓ Co-facilitate or contribute to discussions or debates in large formal groups / <i>Coanimer une réunion ou prendre part à une discussion ou un débat dans un contexte formel, dans un grand groupe avec des personnes connues (p. ex., réunion annuelle)</i> ✓ <i>Emploie plusieurs stratégies pour gérer la conversation, notamment pour orienter la discussion et éviter les digressions</i> <p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Give <u>complex instructions</u> for some technical and non-technical tasks, <u>procedures and processes</u> in somewhat demanding situations. <p>GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Persuade persons in authority to grant approvals or accept/reject proposals. [Communication may be related to high-stakes 	<ul style="list-style-type: none"> ✓ C1 Goal-oriented: Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. ✓ C1 Informal discussion: Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. ✓ C1 Collab: Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence ✓ C1 Formal discussion: Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence. ✓ C1 Encouraging conceptual talk: Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying, and predicting). ✓ C1 Managing interaction: Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour ✓ C1 Turntaking: Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. ✓ C1 Giving info: Can give <u>instructions</u> on carrying out a series of <u>complex professional or academic procedures</u>. ✓ B2+ Obtaining goods: Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make. ✓ C1 Delicate: Can use persuasive language to suggest that parties in disagreement shift towards a new position.
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	<p>situations where clarity and diplomacy have an impact on the outcome.]</p> <ul style="list-style-type: none"> ✓ Explains by using analogy, examples, anecdotes and diagrams ✓ Give <u>seminar-style presentations to explain complex concepts</u> and ideas on familiar or researched topics. ✓ <i>Présenter un exposé, une démonstration, une mise au point ou un compte rendu de recherche sur un sujet préalablement étudié, devant un auditoire connu ou non (p. ex., à l'occasion d'une présentation d'un projet de recherche, discussion des résultats et argumentation) / Faire une présentation durant un séminaire pour expliquer des concepts complexes portant sur un sujet préalablement étudié.</i> ✓ <i>Participer à un débat formel.</i> ✓ <u>Responds to comments, questions and objections</u>; adds information and elaborates ✓ Supports, opposes, accepts or rejects ideas and opinions ✓ Comments on perceived strengths, gaps or weaknesses in concepts ✓ Faciliter les échanges et encourager la participation de tous; ✓ Orienter efficacement la discussion en vue d'obtenir des résultats <p>SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Ask for, give and discuss detailed complex information and opinions to coordinate teamwork assignments, train others, delegate, solve problems, resolve conflicts or make decisions in meetings and business discussions / <i>Échanger des renseignements</i> 	<ul style="list-style-type: none"> ✓ C1 Table 2: I can use persuasive language diplomatically. ✓ C1 Thematic: Can expand and support main points at some length with subsidiary points, reasons and relevant examples ✓ C1 Spoken Production: Can give clear, <u>detailed descriptions and presentations on complex subjects</u>, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. ✓ C1 Addressing: Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. ✓ C1 Formal discussion: Can argue a formal position convincingly, <u>responding to questions and comments and answering complex lines of counter argument</u> fluently, spontaneously and appropriately. ✓ C1 Formal discussion: Can <u>restate, evaluate and challenge</u> contributions from other participants about matters within his/her academic or professional competence (Formal discussion) ✓ C1 Collab: Can <u>evaluate problems, challenges, and proposals</u> in a collaborative discussion in order to decide the way forward. ✓ C1 Collab: Can <u>highlight inconsistencies in thinking, and challenge others' ideas</u> in the process of trying to reach a consensus. ✓ C1 Overall mediation: Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. ✓ C1 Goal-oriented: Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarizing, elaborating and weighing up multiple points of view ✓ C1 Collab: Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence
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	<p>détaillés et complexes, exprimer son opinion et discuter avec ses pairs et ses supérieurs hiérarchiques en vue de planifier un travail en équipe, faire de la formation, déléguer des tâches, résoudre un problème ou un conflit ou prendre une décision en réunion d'affaires :</p> <ul style="list-style-type: none"> ✓ <u>Good control</u> over an expanded variety of <u>complex grammar structures</u> ✓ Grammar, vocabulary and pronunciation very rarely impede communication ✓ <i>Adapte le non verbal (langage du corps, contact visuel, attitude) et la prosodie (intonation, voix, débit, etc.) en tenant compte des conventions sociolinguistiques</i> ✓ <i>S'exprime avec fluidité et a un débit normal.</i> ✓ <i>Adapte et ajuste son discours aux situations et aux auditoires très variés et tient compte des conventions sociolinguistiques.</i> ✓ <i>Connaît assez bien les références culturelles.</i> 	<ul style="list-style-type: none"> ✓ B2+ Info exchange: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. ✓ C1 Collab: Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. ✓ C1 formal discussion: Can make critical remarks or express disagreement diplomatically. ✓ C1 formal discussion: Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood. ✓ C1 Gen Ling Range: Can use a broad range of complex grammatical structures appropriately and with considerable flexibility ✓ C1 Accuracy: Consistently maintains a <u>high degree of grammatical accuracy</u>; errors are <u>rare</u>, difficult to spot and generally corrected when they do occur. ✓ C1 Phon: Prosodic: Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which <u>do not affect intelligibility or effectiveness</u>. ✓ C1 Phon: Prosodic: Can vary intonation and place stress correctly in order to express precisely what he/she means to say. ✓ C1 Spoken fluency: Can express him/herself fluently and spontaneously, almost effortlessly. ✓ C1 Spoken fluency: Only a conceptually difficult subject can hinder a natural, smooth flow of language. ✓ C1: Flexibility: Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order. ✓ C2 Socioling: Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient speakers of the target language and can react accordingly. ✓ B2+ Socioling: Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her
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		<ul style="list-style-type: none"> ✓ <i>Emploie une vaste gamme d'expressions idiomatiques.</i> ✓ <i>Avoir recours à un registre de langue approprié selon le degré de formalité des échanges.</i> ✓ <i>Emploie des figures de style, des tournures et d'autres moyens pour aider l'auditeur à suivre (p. ex., définition, généralisation, résumé).</i> ✓ <i>Tient un discours clair, structuré et élaboré et développe clairement ses idées et les renseignements</i> 	<p>linguistic forms of expression in order to express him/herself appropriately in the situation.</p> <ul style="list-style-type: none"> ✓ C2 Socioling: Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning ✓ C1 Socioling: Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register. ✓ B2+ Socioling: Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. ✓ C1 Range: 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 ✓ C1 Overall production: Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. ✓ C1 Coherence: Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. ✓ C1 Thematic: Can expand and support main points at some length with subsidiary points, reasons and relevant examples.
9	B2+	<ul style="list-style-type: none"> ✓ Communicate with some confidence in <u>demanding or challenging non-routine work, educational and social situations</u>, and present information about complex, abstract and general topics. ✓ <i>Obtient, fournit et échange de façon autonome de l'information en lien avec d'importants projets (personnels, professionnels, d'études), dans des situations complexes prévisibles et dans quelques situations moins prévisibles.</i> ✓ <u>Good control over a variety of complex grammar structures</u> ✓ Grammar, vocabulary and pronunciation <u>rarely impede communication</u> ✓ Fluent for some demanding contexts 	<ul style="list-style-type: none"> ✓ B2+ Overall interaction: Can use the language fluently, accurately and effectively on a <u>wide range of general, academic, vocational or leisure topics</u>, marking clearly the relationships between ideas. Can communicate spontaneously with <u>good grammatical control without much sign of having to restrict what he/she wants to say</u>, adopting a level of formality appropriate to the circumstances. ✓ B2+ Spoken fluency: Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.

		<ul style="list-style-type: none"> ✓ A range of concrete, abstract and idiomatic language suited to context and purpose, which may include some figures of speech and cultural references ✓ Adapts language based on context, relationship and purpose <ul style="list-style-type: none"> ✓ Speaks in coherent, connected discourse ✓ Organizes, supports, sequences and connects information ✓ Uses appropriate organization and discourse markers to help listeners to follow <ul style="list-style-type: none"> ✓ <i>Négocier un accord ou un engagement avec tact et diplomatie.</i> <p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Manage a range of personal and business interactions that involve needs, feelings and attitudes (such as respect and indifference). ✓ Opens, maintains and closes the discussion 	<ul style="list-style-type: none"> ✓ B2+ Accuracy: Shows <u>good grammatical control</u>; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but <u>they are rare and can often be corrected in retrospect</u>. ✓ B2+ Flexibility: Can <u>adjust</u> what he/she says and the means of expressing it <u>to the situation and the recipient and adopt a level of formality appropriate to the circumstances</u>. ✓ B2+ Sociolinguistic: Can recognise and interpret sociocultural/sociolinguistic cues and <u>consciously modify his/her linguistic forms of expression</u> in order to express him/herself appropriately in the situation. ✓ B2+ Sociolinguistic: Can express him or herself confidently, clearly and politely in <u>a formal or informal register, appropriate to the situation and person(s) concerned</u>. ✓ B2+ Overall Spoken Production: Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. ✓ B2+ Spoken fluency: Can use a variety of linking words efficiently to mark clearly the relationships between ideas. ✓ B2+ Thematic: Can present and respond to complex lines of argument convincingly. ✓ B2+ Delicate: Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense. ✓ B2+ Delicate: Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties. ✓ B2+ Informal discussion: Can keep up with an animated discussion between speakers of the target language. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. ✓ B2 Turntaking: Can initiate, maintain and end discourse appropriately with effective turntaking.
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		<p>✓ <i>S'exprime avec fluidité et a un débit normal.</i></p> <p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Give complex instructions for some technical and non-technical tasks, procedures and processes. ✓ Gives detailed information to carry out instructions. <p>GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Present formal proposals to address concerns or deal with problems. [Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.] ✓ Presents a formal proposal on how to deal with a concern to an individual or a group in authority. ✓ Provides required details. ✓ Provides persuasive arguments on how the concern should be addressed. ✓ <i>Coanimer une réunion ou prendre part à une discussion ou un débat en petit groupe avec des personnes connues, dans un contexte formel, mais familier (p. ex., réunion de travail, séminaire)</i> 	<ul style="list-style-type: none"> ✓ B2 Describing Exp: Can describe the personal significance of events and experiences in detail. ✓ C1 Spoken fluency: Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. ✓ B2+ Spoken fluency: Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. ✓ B2 Giving information:: Can give a clear, detailed description of how to carry out a procedure ✓ B2+ Formal discussion: Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists. ✓ B2+ Vocab range: Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialisation with other specialists. ✓ B2+ Info exchange: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. ✓ B2 Info exchange: Can pass on detailed information reliably. ✓ B2+ Thematic: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. ✓ B2+ Thematic: Can present and respond to complex lines of argument convincingly. ✓ B2+ Addressing: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. ✓ B2+ Obtaining goods: Can outline a case for compensation, <u>using persuasive language</u> to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.
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	<ul style="list-style-type: none"> ✓ <i>Gérer efficacement les interactions;</i> ✓ <i>Orienter efficacement la discussion;</i> ✓ <i>Utiliser diverses stratégies pour éviter les digressions.</i> ✓ <i>Intervenir activement pour faire face à une attitude de détachement ou d'indifférence</i> ✓ <i>Faciliter les échanges;</i> <p>SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Ask for, give and discuss detailed information and opinions to coordinate teamwork assignments, one-on-one and in business meetings, discussions or debates. (Provides detailed information as needed.) ✓ Asks relevant questions to gather, share, analyze and compare information. ✓ Expresses and qualifies opinions, feelings and doubts. ✓ Summarizes information and ideas to clarify and expand understanding. ✓ Argues persuasively when required 	<ul style="list-style-type: none"> ✓ C1 Facilitate collab: Can develop the interaction and tactfully help steer it towards a conclusion. ✓ C1 Collab: Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. ✓ C1 Collab: Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. ✓ B2 Turntaking: Can intervene appropriately in discussion, exploiting appropriate language to do so. ✓ C1 Managing interaction: Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour. ✓ B2 Cooperating: Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. ✓ B2 Info exch: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. ✓ B2+ Online Goal: Can take a lead role in online collaborative work within his/her area(s) of expertise, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals. ✓ B2+ Online Goal: Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements. ✓ B2+ Informal discussion: Can express his/her ideas and opinions with <u>precision</u>, and present and respond to complex lines of argument convincingly. ✓ C1 Prop. Precision: Can <u>qualify opinions and statements precisely</u> in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc. ✓ B2+ Processing: Can synthesise and report information and arguments from a number of spoken and/or written sources. ✓ B2+ Processing: Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points
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		<ul style="list-style-type: none"> ✓ <i>Connaît assez bien les références culturelles.</i> ✓ <i>Emploie une vaste gamme d'expressions idiomatiques.</i> ✓ <i>Les erreurs de grammaire ou de prononciation ne nuisent que rarement à la communication.</i> ✓ <i>Tient un discours clair, structuré et élaboré et développe clairement ses idées et les renseignements</i> 	<p>of view and the main themes.</p> <ul style="list-style-type: none"> ✓ B2+ Putting a case: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. ✓ B2+ Obtaining goods: Can outline a case for compensation, <u>using persuasive language</u> to demand satisfaction and state clearly the limits to any concession he/she is prepared to make. ✓ C2 Socioling: Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient speakers of the target language and can react accordingly. ✓ B2+ Socioling: Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation. ✓ C2 Socioling: Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning ✓ B2+ Grammatical accuracy: Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. ✓ C1 Phon: Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. ✓ B2 Telecom: Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. ✓ C1 Overall production: Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
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			<ul style="list-style-type: none"> ✓ C1 Coherence: Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. ✓ C1 Thematic: Can expand and support main points at some length with subsidiary points, reasons and relevant examples.
8	B2	<ul style="list-style-type: none"> ✓ Communicate with confidence in most daily routine social, educational and work situations, and present concrete and some abstract information on an expanded range of familiar topics. Informal to formal ✓ <i>Prend part, de façon autonome et en développant ses idées, à des conversations et des présentations détaillées sur des sujets concrets ou abstraits qui lui sont plus ou moins familiers.</i> ✓ <i>Recommander des solutions à des problèmes.</i> ✓ Fluent for moderately demanding contexts; speech is often at a normal rate ✓ An expanded range of concrete, abstract and idiomatic language, which may include some common cultural references 	<ul style="list-style-type: none"> ✓ B2 Overall Interaction: Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (✓ B2 Conversation:: Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. ✓ B2 Overall production: Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. ✓ B2 Conversation: Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker. ✓ B2 Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. ✓ B2+ Written production: Can evaluate different ideas or solutions to a problem. ✓ B2 Gen Ling Range: Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. ✓ B2 Vocab range: Has a good range of vocabulary for matters connected to his/her field and most general topics.

	<ul style="list-style-type: none"> ✓ Clear evidence of connected discourse ✓ <i>Produit un discours enchaîné en utilisant une variété de connecteurs et de marqueurs de relations de façon appropriée.</i> ✓ <i>Structure son récit (introduction, développement, conclusion) et développe les idées et les renseignements selon un ordre logique</i> ✓ Adequate variety of grammatical structures, with adequate control of complex structures ✓ Grammar, vocabulary and pronunciation difficulties seldom impede communication ✓ <i>- reformulations et des autocorrections.</i> ✓ <i>Adapte la prosodie (p. ex., intonation, voix, vitesse de débit).</i> ✓ Adapts speech style and register to a range of different audiences and situations INTERACTING WITH OTHERS: ✓ Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance). 	<ul style="list-style-type: none"> ✓ B2 Coherence: Can use a variety of linking words efficiently to mark clearly the relationships between ideas. ✓ B2+ Coherence: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. ✓ B2+ Coherence: Can present and respond to complex lines of argument convincingly. ✓ B2 Gram. Accuracy: Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. ✓ B2+ Monitoring: Can often retrospectively self-correct his/her occasional “slips” or non-systematic errors and minor flaws in sentence structure. ✓ B2 Phon: Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. ✓ B2 Prosodic: Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from the other languages he/she speaks. ✓ C1 Prosodic: Can vary intonation and place stress correctly in order to express precisely what he/she means to say. ✓ B2 Socioling: Can adjust his/her expression to make some distinction between formal and informal registers ✓ B2 Flexibility: Can adjust what he/she says...and adopt a level of formality appropriate to the circumstances ✓ B2 Conversation: Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.
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	<p>✓ <i>Participer à des conversations et discussions peu courantes nécessitant <u>une certaine diplomatie</u> (manifester de l'empathie, résoudre des conflits mineurs, rassurer) :</i></p> <p>✓ Holds the floor, interrupts appropriately, and resumes after an interruption</p> <p>✓ Shares the floor / <i>Emploie plusieurs stratégies pour gérer et faciliter la conversation (garder ou reprendre la parole après une interruption, changer de sujet, formuler des questions).</i></p> <p>GIVING INSTRUCTIONS:</p> <p>✓ Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.</p> <p>GETTING THINGS DONE:</p> <p>✓ Propose or recommend solutions to problems in a familiar area.</p> <p>SHARING INFORMATION:</p> <p>✓ Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p> <p>✓ Expresses and <u>qualifies opinions, feelings, doubts and concerns.</u></p>	<p>✓ B2+ Conversation: Can establish a relationship with interlocutors through <u>sympathetic questioning and expressions of agreement</u> plus, if appropriate, comments about third parties or shared conditions.</p> <p>✓ C1 Formal Discussion: Can make critical remarks or <u>express disagreement diplomatically.</u></p> <p>✓ B2 Delicate: Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.</p> <p>✓ B2 Delicate: Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.</p> <p>✓ B2 Turntaking: Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.</p> <p>✓ B2 Turntaking: Can initiate, maintain and end discourse appropriately with effective turn taking</p> <p>✓ B2 Turntaking: Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>✓ B2+ Cooperating: Can give feedback on and follow up statements and inferences and so help the development of the discussion.</p> <p>✓ B2 Giving info: Can give a clear, detailed description of how to carry out a procedure.</p> <p>✓ B2 Informal discussion Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.Can participate actively in routine and non-routine formal discussion.</p> <p>✓ B2 Formal discussion: Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker.</p> <p>✓ B2 Putting a case: Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> <p>✓ B2 Giving info: Can communicate detailed information reliably.</p>
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7	B1+	<ul style="list-style-type: none"> ✓ Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics. 	<ul style="list-style-type: none"> ✓ B1+ Overall interaction: Can <u>communicate with some confidence on familiar routine and non-routine matters</u> related to his/her interests and professional field. Can exchange, check and confirm information,

	<p>Informal to formal / <i>Prend part, avec aisance et en développant ses idées, à des conversations et des présentations détaillées sur des sujets concrets et parfois abstraits qui lui sont familiers.</i></p> <ul style="list-style-type: none"> ✓ Clear evidence of connected discourse ✓ Provides clear and detailed descriptions and comparisons ✓ Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations ✓ An expanding range of concrete and idiomatic language, which may include some common cultural references ✓ Increasing variety of grammatical structures, with developing control of complex structures ✓ Grammar, vocabulary and pronunciation difficulties may occasionally impede communication ✓ Adapts speech style and register to different audiences and situations <p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope). 	<p>deal with less routine situations and explain why something is a problem. Can express thoughts on <u>more abstract, cultural</u> topics such as films, books, music etc.</p> <ul style="list-style-type: none"> ✓ B2 Coherence: Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs. ✓ B1 Coherence: Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. ✓ B2 Descr Experience: Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. ✓ B2 Fluency: Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. ✓ B1+ Gen Range: Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or <u>cultural topics such as music and film</u>. ✓ B1+ Gramm Accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (GRAMMATICAL B1 HIGH) ✓ B1 Flexibility: Can adapt his/her expression to deal with less routine, even difficult, situations. ✓ B2 Flexibility: Can adjust to the changes of direction, style and emphasis normally found in conversation. ✓ B1+ Informal discussion: Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.
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	<ul style="list-style-type: none"> ✓ Participates effectively in interactions with little support from others ✓ Confirms own comprehension by repeating or paraphrasing. ✓ Summarizes information and ideas to clarify and confirm understanding ✓ Asks follow-up questions to keep the conversation going ✓ Asks and addresses relevant questions <p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Give instructions and directions for technical and non-technical tasks, procedures and processes. ✓ – Uses correct sequence of steps. ✓ – Uses clear references and provides necessary details. <p>GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Give extended warnings, suggestions, recommendations or advice. ✓ – Uses appropriate persuasive arguments. <p>SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Give detailed information; express and qualify opinions and feelings; <u>express reservations, approval, disapproval</u>, possibilities and probabilities one-on-one and in small group discussions or meetings. 	<ul style="list-style-type: none"> ✓ B1+ Conversation: Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects. ✓ B1+ Conversation: Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding. ✓ B1+ Interviewing: Can carry out a prepared interview, <u>checking and confirming information</u>, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. ✓ B1+ Asking clarif: Can <u>ask for further details and clarifications</u> from other group members in order to move a discussion forward. ✓ B1+ Coop: Can summarise the point reached in a discussion and so help focus the talk. ✓ B1+ Coop: Can exploit a basic repertoire of language and strategies to help <u>keep a conversation or discussion going</u>. ✓ B1+ Giving info: Can describe how to do something, giving detailed instructions. ✓ B1+ Breaking down: Can make a short instructional or informational text easier to understand by presenting it as a list of separate points. ✓ B1+ Informal discuss: Can explain why something is a problem. ✓ B1+ Overall Mediation: Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, <u>formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches</u>. ✓ B2 Informal discuss: Can take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, <u>evaluating alternative proposals</u> and making and responding to hypotheses. ✓ B1+ Informal discuss: Can give <u>brief comments on the views of others</u>.
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		<ul style="list-style-type: none"> ✓ Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures. ✓ <i>Décrire ou comparer en détail des lieux, des expériences ou des activités quotidiennes.</i> ✓ Participates in routine phone calls 	<ul style="list-style-type: none"> ✓ B1 Conversation: Can <u>express and respond to feelings</u> such as surprise, happiness, sadness, interest and indifference. ✓ B1+ Address audience: Can give a <u>prepared presentation</u> on a familiar topic within his/her field, <u>outlining similarities and differences</u> (e.g. <u>between products, countries/regions</u>, plans). ✓ B1+ Giving Info: Can explain the main points in an idea or problem with reasonable precision. ✓ B1 Informal disc: Can <u>compare and contrast</u> alternatives, discussing what to do, where to go, who or which to choose, etc. ✓ B1 Descr Experience: Can describe events, real or imagined. Can <u>narrate a story</u>. ✓ B1+ Telecom: Can use telecommunications for everyday personal or professional purposes, provided he/she can ask for clarification from time to time.
6	B1	<ul style="list-style-type: none"> ✓ Communicate with some confidence in routine social situations, and present concrete information in some detail about familiar topics of personal relevance. Informal to somewhat formal <p>ALL THE BELOW SEEMS VIRTUALLY IDENTICAL TO LEVEL 7</p> <ul style="list-style-type: none"> ✓ Clear evidence of connected discourse ✓ Reasonably fluent for some moderately demanding contexts; speech rate is slow to normal with a few hesitations 	<ul style="list-style-type: none"> ✓ B1 Overall Interaction: Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) ✓ B1+ Overall Interaction: Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc. ✓ B1 Vocab range: Has a good range of vocabulary related to familiar topics and everyday situations. ✓ B1 Vocab range: Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her

	<ul style="list-style-type: none"> ✓ A range of everyday vocabulary, which may include some idioms and a few common cultural references ✓ Some variety of grammatical structures, with developing control of more complex structures ✓ Grammar, vocabulary and pronunciation difficulties may <u>sometimes</u> impede communication <p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Participate in routine social conversations for some everyday purposes (such as apologies, excuses, expressing opinions, and making suggestions or arrangements). <ul style="list-style-type: none"> ✓ Encourages conversation by adding supportive comments. ✓ Provides appropriate apologies and explanations. ✓ Takes turns by interrupting appropriately. <p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Give sequential instructions and directions for everyday activities and processes. <ul style="list-style-type: none"> – Uses correct sequence of steps. – Checks to confirm understanding. ✓ Give instructions to a friend on how to set up an account on a social networking site; <p>GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Give and respond to informal and somewhat formal suggestions and indirect requests. 	<p>everyday life such as family, hobbies and interests, work, travel, and current events.</p> <ul style="list-style-type: none"> ✓ B1+ Gramm accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, <u>but it is clear what he/she is trying to express.</u> <ul style="list-style-type: none"> ✓ B1 Conversation: Can enter unprepared into conversations on familiar topics. ✓ B1: Informal Discussion: Can express belief, opinion, agreement and disagreement politely. Can give or seek personal views and opinions in discussing topics of interest. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. <ul style="list-style-type: none"> ✓ B1 Coop: Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. ✓ B1 Turntaking: Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. <ul style="list-style-type: none"> ✓ B1 Giving Info: Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to <u>give detailed directions</u>, provided he/she can prepare beforehand. ✓ B1+ Giving Info: Can describe how to do something, giving detailed instructions. ✓ B1+ Breaking down: Can make a short instructional or informational text easier to understand by presenting it as a list of separate points. ✓ B1: Encouraging conceptual: Can <u>ask appropriate questions to check understanding of concepts</u> that have been explained. <ul style="list-style-type: none"> ✓ B1 Informal discuss: Can make his/her opinions and reactions understood as regards <u>solutions to problems or practical questions</u> of where to go, what to do, or how to organise an event (e.g. an outing).
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		<ul style="list-style-type: none"> – Gives reasons and predicts consequences of not following through. <p>✓ SHARING INFORMATION:</p> <p>✓ Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.</p> <p>✓ Give detailed presentations about sequences of events; incidents in the past, present or future; simple processes; or to describe or compare things such as people and places.</p> <ul style="list-style-type: none"> – Provides adequate detailed descriptions. <p>✓ <i>A un débit de lent à normal, avec pauses et hésitations fréquentes</i></p>	<p>✓ B1 Putting a case: Can briefly <u>give reasons and explanations</u> for opinions, plans and actions.</p> <p>✓ B1 Putting a case: Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.</p> <p>✓ B1 Info exchange: Can <u>find out and pass on straightforward factual information</u>.</p> <p>✓ B1 Giving Info: Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to <u>give detailed directions</u>, provided he/she can prepare beforehand.</p> <p>✓ B1 formal discuss: Can take part in routine formal discussion of familiar subjects that is conducted in clearly articulated speech in the standard form of the language and that involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p> <p>✓ B1 Describing experience: Can give <u>detailed accounts</u> of experiences, describing feelings and reactions. Can relate <u>details of unpredictable occurrences</u>, e.g. an accident. Can describe <u>dreams, hopes and ambitions</u>. Can <u>describe events</u>, real or imagined.</p> <p>✓ B1 Spoken fluency: Can keep going comprehensibly, even though <u>pausing</u> for grammatical and lexical planning and repair <u>is very evident</u>, especially in longer stretches of free production.</p>
5	Low B1	<p>✓ Communicate with some effort in short, routine social situations, and present concrete information about needs and familiar topics of personal relevance. Informal to somewhat formal</p>	<p>✓ B1 Overall Interaction: Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>✓ A2+ Overall Interaction: Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary</p>

	<ul style="list-style-type: none"> ✓ Clear evidence of connected discourse ✓ Adequately fluent for some moderately demanding contexts; speech rate is slow to normal with some pauses and hesitations ✓ A range of common everyday vocabulary, which may include a limited number of idioms ✓ Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures. <p>Grammar, vocabulary and pronunciation difficulties sometimes impede communication</p> <p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Participate in basic social conversations for some everyday purposes (such as expressing feelings; making, accepting or declining invitations; and engaging in small talk). <i>Prend part, avec un peu d'effort, à des conversations sur des sujets concrets qui lui sont familiers.</i> ✓ Initiate a short, informal conversation with a friend, co-worker or classmate. Engage in small talk ✓ Participate in very short phone calls. ✓ Answer the phone at work. Provide information to the caller (such as company name, hours of operation, basic information about a product or service). <p>Provides details and gives reasons</p>	<ul style="list-style-type: none"> ✓ B1 Overall production: Can produce simple connected text on topics which are familiar or of personal interest. ✓ B1 Spoken fluency: Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. ✓ B1: Range Has enough language to get by, with <u>sufficient vocabulary</u> to express him/herself with some hesitation and circumlocutions on topics such as <u>family, hobbies and interests, work, travel, and current events</u>. ✓ B1 Grammar accuracy: Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. ✓ B1 Conversation: Can enter <u>unprepared</u> into conversation of <u>familiar topics</u> ✓ B1 Conversation: Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. ✓ A2 Conversation: Can make and respond to invitations, suggestions and apologies. ✓ B1 Telecom: Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally. ✓ B1 Telecom: Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to <u>obtain basic services</u> (e.g. book a hotel room or make a medical appointment). ✓ A2+ Info exchange: Can give and follow simple directions and instructions, e.g. explain how to get somewhere. ✓ B1 Thematic: Can reasonably fluently relate a straightforward narrative or <u>description as a linear sequence of points</u>. ✓ B1 Putting a case: Can briefly give reasons and explanations for opinions and plans
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	<p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Give instructions and directions for everyday activities and processes. <ul style="list-style-type: none"> – Uses appropriate expressions to sequence instructions. <p>✓ GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Give and respond to informal requests, permission, suggestions and advice. <ul style="list-style-type: none"> – Provides details and gives reasons. <p>✓ SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Ask for and give information related to routine daily activities in one-on-one interactions. ✓ Agree, disagree and give opinions in small group discussions or meetings. <ul style="list-style-type: none"> – Repeats information and ideas to confirm understanding. – Expresses opinions and feelings. – Agrees and disagrees appropriately. – Participates adequately in interactions with some degree of support from others. <ul style="list-style-type: none"> ✓ Give presentations about sequences of events; incidents in the past, present or future; or to describe scenes, pictures or daily routines. <ul style="list-style-type: none"> – Uses connective words and phrases. – Sequences events in a comprehensible order. 	<ul style="list-style-type: none"> ✓ A2+ Info exchange: Can give and follow simple directions and instructions, e.g. explain how to get somewhere. ✓ B1: Breaking down: Can make a short instructional or informational text easier to understand by presenting it as a list of separate points. ✓ B1: Thematic: Can <u>clearly signal chronological sequence</u> in narrative text. <ul style="list-style-type: none"> ✓ A2 Conversation: Can make and respond to invitations, suggestions and apologies. ✓ B1 Putting a case: Can briefly give reasons and explanations for opinions, plans and actions. <ul style="list-style-type: none"> ✓ A2+ Info Exchange: Can deal with practical everyday demands: finding out and passing on straightforward factual information. ✓ A2+ Informal discussion: Can <u>exchange opinions</u> and compare things and people using simple language. Can <u>agree and disagree</u> with others. ✓ B1 Informal disc: Can <u>express belief, opinion, agreement and disagreement politely</u>. ✓ B1 Informal disc: Can give or seek personal views and opinions in discussing topics of interest. ✓ B1 Coop: Can <u>repeat back</u> part of what someone has said <u>to confirm mutual understanding</u> and help keep the development of ideas on course. <ul style="list-style-type: none"> ✓ B1 Overall Production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. ✓ B1 Describing experience: Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. ✓ B1 Describing experience: Can describe dreams, hopes and ambitions. ✓ B1 Describing experience: Can describe events, real or imagined. ✓ A2+ Describing experience: Can describe everyday aspects of his/her environment (e.g. people, places, a job or study experience). ✓ A2+ Describing experience: Can describe plans and arrangements, habits and routines, past activities and personal experiences.
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			<ul style="list-style-type: none"> ✓ B1 Telecom: Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).
4	A2/A2+	<ul style="list-style-type: none"> ✓ Communicate information about common everyday activities, experiences, wants and needs. ✓ Face-to-face, very briefly on the phone or via digital media ✓ in a <u>very small supportive group</u>. ✓ May be supported by gestures and visual cues <ul style="list-style-type: none"> ✓ Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations <ul style="list-style-type: none"> ✓ Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse 	<ul style="list-style-type: none"> ✓ A2+ Overall interaction: Can interact with reasonable ease in structured situations and <u>short conversations</u>, provided the other person helps if necessary. Can <u>manage simple, routine exchanges without undue effort</u>; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations ✓ A2 Overall interaction: Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations ✓ A2+ Turntaking: Can initiate, maintain and close simple, <u>restricted face-to-face conversation</u>, asking and answering questions on topics of interest, pastimes and past activities. ✓ A2 Telecom: Can, given repetition and clarifications, participate in a <u>short, simple phone conversation with a known person</u> on a predictable topic, e.g. arrival times, arrangements to meet. ✓ A2 Conversation: Can handle <u>very short social exchanges</u> but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. ✓ A2+ Spoken Fluency: Can make himself/herself understood in short contributions, even though <u>pauses, false starts and reformulation are very evident</u>. ✓ B1 Coherence: Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. ✓ A2 Coherence: Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

	<ul style="list-style-type: none"> ✓ Vocabulary is adequate for basic everyday, routine communication ✓ Adequate control over basic grammar structures and tenses ✓ Grammar, vocabulary and pronunciation difficulties may impede communication ✓ INTERACTING WITH OTHERS: ✓ Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions. <ul style="list-style-type: none"> – Asks and responds to questions about common, everyday routines. – Uses a range of small talk phrases and expressions. ✓ GIVING INSTRUCTIONS: ✓ Give a set of simple, common, routine instructions and directions to a familiar person. [Instructions are about 4 to 5 steps.] <ul style="list-style-type: none"> – Expresses movement and location. ✓ GETTING THINGS DONE: ✓ Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services.) <ul style="list-style-type: none"> – Asks questions and makes requests and suggestions politely and appropriately. – Elicits or provides details as needed. 	<ul style="list-style-type: none"> ✓ A2+ Vocab range: Has sufficient vocabulary to conduct <u>routine, everyday transactions</u> involving familiar situations and topics. ✓ A2 Vocab range: Has a sufficient vocabulary for the expression of <u>basic communicative needs</u>. ✓ A2 Gramm Accur: Uses some simple structures correctly, but still systematically makes basic mistakes, e.g. tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. ✓ A2 Conversation: Can use simple everyday polite forms of greeting and address. ✓ A2 Conversation: Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. ✓ A2 Facilitate collab: Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time. ✓ A2+ Informal disc: Can discuss what to do in the evening, at the weekend. ✓ A2+ Info exchange: Can give and follow simple directions and instructions, e.g. explain how to get somewhere. ✓ A2 Obtain goods: Can ask for and provide everyday goods and services. ✓ A2 Obtain goods: Can ask about things and make simple transactions in shops, post offices or banks. ✓ A2 Conversation: Can make and respond to invitations, suggestions and apologies. ✓ A2+ Informal discuss: Can make and respond to suggestions. ✓ A2+ Informal discuss: Can agree and disagree with others
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		<p>SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Ask for and give information about needs and feelings related to common everyday activities. <ul style="list-style-type: none"> – Asks and answers simple, factual questions. – Expresses feelings, needs, preferences, satisfaction and dissatisfaction. ✓ Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services. ✓ Communicate information about common everyday activities, experiences, wants and needs. 	<ul style="list-style-type: none"> ✓ A2 Gen range: 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 Info exchange: Can <u>exchange limited information</u> on familiar and routine operational matters. ✓ A2 Obtain goods: Can <u>get simple information</u> about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. ✓ A2 Obtain goods: Can <u>say when something is wrong</u> (e.g. “The food is cold” or “There is no light in my room”). ✓ A2 Conversation: Can express how he/she is feeling using very basic stock expressions. Can say what he/she <u>likes and dislikes</u>. ✓ A2 Spoken Production: Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a <u>short series of simple phrases</u> and sentences linked into a list. ✓ A2 Info exchange: Can communicate in regarding simple and routine tasks requiring a <u>simple and direct exchange of information</u>.
3	A2	<ul style="list-style-type: none"> ✓ Communicate basic information using simple sentences about immediate needs and personal experiences. ✓ Face-to-face or via digital media ✓ Supported by gestures and visual cues ✓ Speaks in short sentences with some evidence of connected discourse ✓ Fluency is just barely adequate for simple conversations; speech rate is slow with pauses and hesitations 	<ul style="list-style-type: none"> ✓ A2 Overall spoken interaction: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. ✓ A2 Conversation: Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. ✓ A2 Conversation: Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. ✓ A1 Fluency: Can manage very short, isolated, mainly pre-packaged utterances, with much <u>pausing to search for expressions</u>, to articulate less familiar words, and to repair communication.

		<ul style="list-style-type: none"> ✓ Vocabulary is somewhat limited for basic everyday, routine communication ✓ Some control over basic grammar structures and tenses ✓ Grammar, vocabulary and pronunciation difficulties may impede communication ✓ May rely on gestures ✓ Encouraged to a moderate degree by <u>questions and prompts</u> from a <u>supportive listener</u> ✓ INTERACTING WITH OTHERS: ✓ Uses a range of courtesy formulas and greetings in very short, casual, face-to-face interactions. ✓ Initiates and responds appropriately in short routine exchanges about self and another person. ✓ Uses simple questions to ask about another person. ✓ GIVING INSTRUCTIONS: ✓ Give simple, common, routine instructions and directions to a familiar person. <ul style="list-style-type: none"> - Expresses movement and location. ✓ GETTING THINGS DONE: ✓ Make and respond to an expanding range of simple requests related to everyday activities. 	<ul style="list-style-type: none"> ✓ A2 Fluency: Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. ✓ A2 Vocab range: Has a sufficient vocabulary for the expression of basic communicative needs. ✓ A2 Accuracy: Uses some simple structures correctly, but still systematically makes basic mistakes. ✓ A2 Overall spoken Interaction: Can handle very short social exchanges but is <u>rarely able to understand enough to keep conversation going of his/her own accord.</u> ✓ A1 Overall spoken Interaction: Can interact in a simple way provided the <u>other person talks slowly and clearly</u> and is <u>prepared to help.</u> ✓ A2 Formal discussion: Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary. ✓ A2 Conversation: Can use simple everyday polite forms of greeting and address. ✓ A2+ Turntaking: Can use simple techniques to start, maintain or end a short conversation. ✓ A2 Info Exchange: Can ask for and provide personal information. ✓ A2 Info Exchange: Can ask and answer questions about what he/she does at work and in his/her free time. ✓ A2: Giving info: 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 Obtaining goods: Can ask for and provide everyday goods and services.
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	<ul style="list-style-type: none"> ✓ Give an expanding range of simple warnings, apologies and cautions. <ul style="list-style-type: none"> – Uses simple sentences and question formations. – Repeats and attempts to explain when necessary. – Uses appropriate simple expressions. – Provides some basic details. ✓ SHARING INFORMATION: ✓ Ask for and give information about immediate needs and some feelings related to common everyday activities. <ul style="list-style-type: none"> – Asks and answers simple, factual questions. – Expresses some feelings. – Expresses very simple immediate and future needs, wants and plans. ✓ Communicate basic information using simple sentences about immediate needs and personal experiences. ✓ <u>Participate in a short, casual conversation.</u> Introduce self and ask about the other person at a party, in the workplace, or in class. End the conversation appropriately. ✓ Give short <u>directions</u> to a friend, co-worker, or classmate to a location in a building. ✓ Expresses very simple immediate and future needs, wants and plans ✓ Can express some feelings ✓ <i>Fournir des informations sur ses besoins, ses préférences ou ses impressions en lien avec des activités de tous les jours. Poser des questions sur les mêmes sujets.</i> ✓ <i>Décrire brièvement des personnes, des lieux des objets familiers ou des activités routinières en quatre ou cinq phrases courtes.</i> 	<ul style="list-style-type: none"> ✓ A2 Conversation: Can make and respond to invitations, suggestions and apologies. ✓ A2 Informal discussion: Can express opinions in a limited way. ✓ A2 Adapting language: Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it. ✓ A2 Obtaining goods: Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. ✓ A2 Obtaining goods: Can ask about things and make simple transactions in shops, post offices or banks. ✓ A2 Obtaining goods: Can give and receive information about quantities, numbers, prices etc. ✓ A2 Obtaining goods: Can make simple purchases by stating what is wanted and asking the price. ✓ A2 Info exchange: Can communicate in simple and routine tasks requiring a simple and direct exchange of information. ✓ A2 Info exchange: Can ask for and provide personal information. ✓ A2 Conversation: Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters. ✓ A2 Info exchange: Can ask for and give directions referring to a map or plan. ✓ A2 Descr. experience: Can describe in simple terms aspects of his/her background...and matters in areas of immediate need ✓ A2 Conversation: Can express how he/she is feeling using very basic stock expressions ✓ A2 Overall spoken production: Can give a simple description or presentation of people, living or working conditions, daily routines.
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		<ul style="list-style-type: none"> ✓ <i>généralement des phrases détachées - à l'occasion un discours enchaîné en utilisant quelques marqueurs de relation (p. ex., et, mais).</i> 	<p>likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</p> <ul style="list-style-type: none"> ✓ A2 Describing experience: Can describe his/her family, living conditions, educational background, present or most recent job. ✓ A2 Describing experience: Can describe people, places and possessions in simple terms. ✓ A2 Coherence: Can link groups of words with simple connectors (e.g. "and", "but" and "because").
2	A1	<ul style="list-style-type: none"> ✓ Communicate basic personal information using short phrases and some sentences, usually in response to questions about <u>personal needs and experiences</u>. ✓ Short and face-to-face ✓ <u>Strongly supported</u> by gestures and visual cues ✓ Speaks in short phrases and some short sentences, with very little evidence of connected discourse ✓ Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses and hesitations ✓ Vocabulary is limited for basic everyday, routine communication ✓ Little control over basic grammar structures and tenses ✓ Grammar, vocabulary and pronunciation difficulties may significantly impede communication ✓ Relies on gestures <p>INTERACTING WITH OTHERS:</p> <ul style="list-style-type: none"> ✓ Use and respond to courtesy formulas and greetings. ✓ Responds appropriately to introductions and leave-takings using appropriate courtesy formulas 	<ul style="list-style-type: none"> ✓ Overall spoken interaction: Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ✓ A1 Conversation: Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school. ✓ A1 Coherence: Can link words or groups of words with very basic linear connectors like 'and' or 'then'. ✓ A1 Fluency: 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. ✓ A1 Gen ling. range: Has a very basic range of simple expressions about personal details and needs of a concrete type. ✓ A1 Vocab range: Has a basic vocabulary repertoire of words and phrases related to particular concrete situations. ✓ A1 Interviews: Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message. ✓ A1 Conversation: Can make an introduction and use basic greeting and leave-taking expressions.(CONVERSATION) ✓ A1 Sociolinguistic: Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.

	<p>GIVING INSTRUCTIONS:</p> <ul style="list-style-type: none"> ✓ Give short, simple, common, routine instructions to a familiar person. <p>GETTING THINGS DONE:</p> <ul style="list-style-type: none"> ✓ Make and respond to simple requests related to common everyday activities. <ul style="list-style-type: none"> – Uses appropriate memorized expressions, simple sentences, and courtesy formulas for requests. <p>SHARING INFORMATION:</p> <ul style="list-style-type: none"> ✓ Give expanded basic personal information to a supportive listener. <ul style="list-style-type: none"> – Answers simple questions about personal information. – Expresses likes and dislikes. ✓ Ask for basic personal information. <ul style="list-style-type: none"> – Asks simple questions using memorized stock phrases. ✓ Give basic descriptions of concrete, familiar objects in a few short words or phrases ✓ Describes sizes, colours, numbers ✓ <i>Décrire brièvement des personnes, des objets familiers ou ses préférences en quelques mots ou en deux ou trois phrases simples et très courtes.</i> 	<p>NO MATCH</p> <ul style="list-style-type: none"> ✓ A1 Obtaining goods: Can ask people for things and give people things. ✓ A1 Obtaining goods: Can ask for food and drink using basic expressions. ✓ A1 Obtaining goods: Can handle numbers, quantities, cost and time. ✓ A1 Info exchange: Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ✓ A1 Info exchange: Can ask and answer questions about themselves and other people, where they live, people they know, things they have. ✓ A1 Informal discussion: Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. ✓ A1 Info exchange: Can ask for and provide personal information. ✓ A1 Giving info: Can name an object and indicate its shape and colour while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance. ✓ A1 Info exchange:: Can express numbers, quantities and cost in a limited way. ✓ A1 Describing experience : Can describe himself/herself, what he/she does and where he/she lives. ✓ A1 Describing experience : Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance. ✓ A2 Gen. ling range: Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc.
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		<ul style="list-style-type: none"> ✓ Guided and encouraged by <u>questions and prompts from a highly supportive listener</u> 	<ul style="list-style-type: none"> ✓ A1 Overall Interaction: Can interact in a simple way provided the <u>other person talks slowly and clearly and is prepared to help.</u>
1	Pre-A1	<ul style="list-style-type: none"> ✓ Communicate very basic personal information using a few common, familiar words and formulaic expressions, usually in response to simple questions related to immediate needs. ✓ Short and face to face ✓ Strongly supported by gestures and visual cues ✓ Relies heavily on gestures ✓ Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses, hesitations and repetitions ✓ Speaks in isolated words or strings of 2 to 3 words, with no evidence of connected discourse ✓ Vocabulary is extremely limited for basic everyday, routine communication ✓ Memorized stock expressions ✓ Grammar, vocabulary and pronunciation difficulties may significantly impede communication <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Use and respond to basic courtesy formulas and greetings <p>GIVING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Give short, simple, common, routine instructions to a familiar person <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Make and respond to simple requests related to immediate personal needs (such as asking for assistance, or for the time, a price or an amount). 	<ul style="list-style-type: none"> ✓ Pre A1 Overall spoken int: Can ask and answer questions about him/herself and daily routines, using <u>short, formulaic expressions and relying on gestures</u> to reinforce the information. ✓ Pre A1 Fluency: Can manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary. ✓ Pre A1 Gen ling. range: Can use isolated words and basic expressions in order to give simple information about himself/herself. ✓ Pre A1 Conversation: Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.' ✓ Pre A1 Overall spoken int: Can ask and answer questions about himself/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information. ✓ Pre A1 Accuracy: Can employ very simple principles of word order in short statements. ✓ Pre A1 Conversation: Can recognise simple greetings. ✓ Pre A1 Conversation: Can greet people, say his/her name and take leave of them. ✓ Pre A1 Relaying specific info: Can relay simple instructions about places and times, provided these are repeated very slowly and clearly. ✓ Pre A1 Obtaining goods: Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference. ✓ Pre A1 Obtaining goods: Can use and understand simple numbers in everyday conversations.

	<ul style="list-style-type: none"> ✓ Uses appropriate single words, phrases, memorized expressions and courtesy formulas. ✓ Uses simple expressions of time. ✓ Uses expressions for money, prices, and amounts. <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Give basic personal information in response to direct questions from a supportive listener. ✓ Asks and answers simple questions ✓ Answers simple questions about personal information. ✓ Ask for basic personal information. ✓ Answer 2 or 3 personal information questions (such as name, address, and phone number) <ul style="list-style-type: none"> ✓ <u>Guided</u> and <u>encouraged</u> by questions and prompts from a highly <u>supportive listener</u> 	<ul style="list-style-type: none"> ✓ Pre A1 Info exchange: Can ask and tell day, time of day and date. ✓ A1 Goal-oriented: Can act on basic instructions that involve times, locations, numbers, etc. ✓ Pre A1 Info exchange: Can use and understand simple numbers in everyday conversations. ✓ Pre A1 Info exchange: Can ask and tell day, time of day and date. <ul style="list-style-type: none"> ✓ Pre-A1: Overall spoken production: Can produce <u>short phrases</u> about themselves, giving basic <u>personal information</u> (e.g. name, address, family, nationality). ✓ Pre-A1: Overall spoken Interaction: Can ask and answer questions about him/herself and <u>daily routines</u>, using short, formulaic expressions and <u>relying on gestures</u> to reinforce the information. ✓ Pre A1 Info exchange: Can tell people his/her name and ask other people their name. ✓ Pre A1 Info exchange: Can say and ask people about their age. ✓ Pre A1 Info exchange: Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers. ✓ Pre A1 Info exchange: Can ask for and give a date of birth. ✓ Pre A1 Info exchange: Can ask for and give a phone number. <ul style="list-style-type: none"> ✓ Pre A1 Fluency: Can manage very short, isolated, rehearsed utterances <u>using gesture and signalled requests for help when necessary</u>.
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Reading

CLB	CEFR	CLB/NCLC	Justification through Concepts in Common CEFR
12	C2	<ul style="list-style-type: none"> ✓ Understand complex unfamiliar multipurpose texts in a broad variety of styles and formats across a range of situations and contexts that are demanding and unpredictable. ✓ <i>Comprend les idées principales et les détails à l'appui.</i> ✓ <i>Comprend une grande variété de textes complexes spécialisés qui portent sur des sujets abstraits, théoriques ou techniques non-familiers.</i> ✓ <i>Peut comprendre des divers textes théoriques, abstraits, complexes quant au contenu et rigoureux quant à la forme (thèses, articles de périodique spécialisés, rapports de vérificateur, traités internationaux et autres documents officiels).</i> ✓ <u>Propositionally and linguistically complex</u> and may include sophisticated reasoning, implicit subtleties, <u>highly idiomatic and figurative language</u>, and <u>socio-cultural references</u> ✓ With <u>abstract, conceptual</u> or specialized vocabulary ✓ Uses inference to integrate <u>stated and implied information</u> throughout a single text or across multiple texts ✓ Comprend des textes spécialisés; textes traitant de désaccords dans le <u>milieu professionnel ou universitaire</u>. ✓ Identifies or infers <u>mood and attitude</u>. ✓ Identifies purpose, main ideas, author's intent, <u>mood, attitude</u> and point of view, line of reasoning and structure •• <i>Summarizes and critically evaluates content</i> 	<ul style="list-style-type: none"> ✓ C2 Info & argument: Can understand the <u>finer points and implications</u> of a <u>complex report or article</u> even <u>outside his/her area of specialisation</u> ✓ C2 Overall reading: Can understand virtually all forms of the written language including <u>abstract</u>, structurally complex, or <u>highly colloquial</u> literary and non-literary writings. ✓ C2 Self-assess: I can read with ease virtually all forms of the written language, including <u>abstract, structurally or linguistically complex</u> texts such as manuals, specialised articles and literary works. ✓ C2 Socio: Appreciates <u>virtually all the sociolinguistic and sociocultural implications</u> of language used by proficient speakers of the target language and can react accordingly. ✓ C2 Correspondence: Can understand <u>specialised, formal correspondence</u> on a complex topic. ✓ C2 Overall reading: Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and <u>implicit as well as explicit meaning</u>. ✓ C1 Info & argument: Can understand in detail a wide range of lengthy, <u>complex texts likely to be encountered in social, professional or academic life</u>, identifying finer points of detail <u>including attitudes</u> and implied as well as stated opinions. ✓ C1 Identifying cues: Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. ✓ C1 Processing text: Can summarise long, demanding texts ✓ C2 Analysis: Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a

	<ul style="list-style-type: none"> ✓ Uses knowledge of styles, registers and language varieties to assist in comprehension ✓ Interprets most idiomatic and figurative language, colloquialisms and cultural references <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand complex communication conveying social politeness and cooperation, or their violations, in social and non-social correspondence. <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand complex instructional texts and evaluate and <u>revise them for clarity</u>. ✓ Review detailed, extensive, complex, written instructions on complex tasks to ensure accuracy and usability. ✓ Evaluate the clarity and validity of instructions using external criteria, such as a set of best practices. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> • Obtain and accurately interpret, summarize, analyze and evaluate information in multiple complex public and semi-public business texts in relation to their purpose and audience. <ul style="list-style-type: none"> – Evaluates the relevance, validity and appropriateness of content, form, tone and style of texts in relation to text purpose. – Evaluates the position and intent of the writer. – Identifies stated and implied facts, opinions, mood and attitudes relating to the text. – Summarizes or presents, in an alternate form, the information and ideas presented in formatted texts. 	<p>particular purpose and give a reasoned argument concerning their appropriateness and effectiveness.</p> <ul style="list-style-type: none"> ✓ C2 Overall mediation: Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm). ✓ C2 Vocab range: Has a good command of a very broad lexical repertoire including <u>idiomatic expressions and colloquialisms</u>; <u>shows awareness of connotative levels of meaning</u>. ✓ C1 Correspondence: Can understand slang, idiomatic expressions and jokes in private correspondence. ✓ C2 Socio: Appreciates <u>virtually all the sociolinguistic and sociocultural implications</u> of language used by proficient speakers of the target language and can react accordingly. ✓ C1 Instructions: Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections. ✓ C2 Streamlining: Can <u>redraft a complex source text</u>, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose. ✓ C2 Processing: <i>Can explain in writing</i> the way facts and arguments are presented in a text, particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony and sarcasm. ✓ C2 Processing: Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result. ✓ C2 Analysis: Can give a critical appraisal of work of different periods and genres (e.g. novels, poems and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning.
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		<p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand the content, organization, language, tone and style of complex, continuous and formatted texts, and evaluate them for validity, appropriateness and relevance. <ul style="list-style-type: none"> – Evaluates appropriateness of information. – Evaluates for logical accuracy, clarity and consistency. – Interprets information to draw conclusions. – Presents, in alternate forms, information contained in multiple complex formatted texts; includes a synthesis and evaluation. – Evaluates by established external criteria and standards. ✓ Evaluate a report, essay, article or book about a theory, historical event or point of view by reviewing internal consistency or measuring against external standards. ✓ Obtain relevant and comprehensive information (through a comprehensive search of key online reference sources), sufficient for a literature review for an academic course or a research project. 	<ul style="list-style-type: none"> ✓ C2 Analysis: Can give a critical appreciation of deliberate breaches of linguistic conventions in a piece of writing. ✓ C2 Analysis: Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument concerning their appropriateness and effectiveness. ✓ C2 Processing: <i>Can explain in writing</i> the way facts and arguments are presented in a text, particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony and sarcasm. ✓ C2 Processing: Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result. ✓ B2+ Orientation: Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.
11	C1	<ul style="list-style-type: none"> ✓ Understand an expanded range of complex multipurpose texts in most unpredictable contexts and on <u>most unfamiliar topics</u>. ✓ <u>Propositionally and linguistically complex</u> and may include sophisticated reasoning, <u>implicit subtleties</u>, <u>highly idiomatic and figurative language</u> and socio-cultural references ✓ With abstract, conceptual, or specialized vocabulary 	<ul style="list-style-type: none"> ✓ C1 Info & argument: Can understand in detail a wide range of <u>lengthy, complex texts</u> likely to be encountered <u>in social, professional or academic life</u>, identifying finer points of detail <u>including attitudes and implied as well as stated</u> opinions. ✓ C1 Overall reading: Can understand in detail <u>lengthy, complex texts</u>, <u>whether or not they relate to his/her own area of speciality</u>, provided he/she can reread difficult sections. ✓ C1 Overall reading: Can understand a <u>wide variety of texts</u> including literary writings, newspaper or magazine articles, and <u>specialised academic or professional publications</u>, provided there are opportunities for rereading and he/she has access to <u>reference tools</u>. ✓ C2 Overall reading: Can understand virtually all forms of the written language including <u>abstract, structurally complex</u>, or <u>highly colloquial</u> literary and non-literary writings.

	<ul style="list-style-type: none"> ✓ Identifies purpose, main ideas, author's intent, mood, attitude and point of view, line of reasoning and structure ✓ Uses knowledge of styles, registers and language varieties to assist in comprehension ✓ Uses inference to integrate stated and implied information throughout a single text or across multiple texts ✓ Separates relevant from irrelevant details ✓ Summarizes and critically evaluates content <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand complex communication conveying disagreement or conflict in social and non-social correspondence related to <u>community, academic and business contexts</u>. [Texts may contain <u>stated and implied</u> expressions of disagreement or conflict.] <ul style="list-style-type: none"> - Draws conclusions based on stated and implied information. - Identifies or infers <u>mood and attitude</u>. - Identifies the purpose of the text and its parts. - Identifies and interprets context and situation. - Identifies politeness conventions and their violations. 	<ul style="list-style-type: none"> ✓ C1 Processing: Can explain the <u>attitude or opinion</u> expressed in a spoken or written text on a specialised topic, <u>supporting inferences he/she makes with reference to specific passages</u> in the original. ✓ C1 Self-assess: I can understand long and complex factual and literary texts, <u>appreciating distinctions of style</u>. ✓ C1 Identifying cues: Is skilled at using contextual, grammatical and lexical cues to <u>infer attitude, mood and intentions</u> and anticipate what will come next. ✓ B2+ Orientation: Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand. ✓ C1: Relaying info: Can explain the <u>relevance of</u> specific information found in a <u>particular section of a long, complex text</u>. ✓ C1 Processing: Can summarise discussion on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points ✓ C1 Analysis: Can critically appraise a wide variety of texts including literary works of different periods and genres. ✓ C1 Online discussion: Can understand <u>implicit as well as explicit attitudes, emotions and opinions</u> expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to <u>reference tools</u>. ✓ C1 Info & argument: Can understand in detail a wide range of lengthy, <u>complex texts likely to be encountered in social, professional or academic life</u>, identifying finer points of detail <u>including attitudes</u> and implied as well as stated opinions. ✓ C1 Identifying cues: Is skilled at using contextual, grammatical and lexical cues to <u>infer attitude, mood and intentions</u> and anticipate what will come next. ✓ C1 Correspondence: Can <u>understand implicit as well as explicit attitudes, emotions and opinions</u> expressed in e-mails, discussion forums, blogs, etc., provided there are opportunities for rereading and he/she has access to reference tools.
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	<p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand extensive specialized instructions for unfamiliar, complex procedures. [Comprehending the instructions requires integrating several detailed pieces of information.] <ul style="list-style-type: none"> – Follows extensive specialized instructions. – Integrates several detailed, extensive pieces of information to complete the procedure. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Obtain and accurately interpret, analyze and evaluate information from multiple complex texts to inform significant decisions and tasks. <ul style="list-style-type: none"> – Identifies persuasive writing techniques and strategies, such as the use of evidence, and how reasons, examples, logical arguments, and ethical and emotional appeals are used. – Identifies rhetorical devices (such as emotive language and repetition) used in persuasive writing. – Evaluates appropriateness of persuasive strategies for audiences and purposes. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand, summarize and outline the message, position, assumptions, bias, values and motives from fragments of different texts; support conclusions with evidence. [Analysis requires selecting relevant from distracting information, and posing conclusions despite competing interpretations.] <ul style="list-style-type: none"> – Evaluates ideas, draws conclusions and expresses own opinion. – Summarizes information into a coherent whole. – Evaluates multiple pieces of information. – Infers bias, positions, assumptions, values and motives. – Identifies attitudinal meanings. ✓ Analyze, summarize and synthesize information and ideas contained in complex formatted texts. 	<ul style="list-style-type: none"> ✓ C1 Socio: Can understand humour, irony and <u>implicit cultural references and pick up nuances of meaning.</u> ✓ C1 Instructions: Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections. ✓ C1 Overall reading: Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. ✓ C2 Processing: Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result. <i>(Note: This 2001 uncalibrated C2 descriptor actually came out at C1 in 2017 – the only one to do so).</i> ✓ C2 Analysis: Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument concerning their appropriateness and effectiveness. ✓ C1 Analysis: Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations). ✓ C1 Processing: Can summarise discussion on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points. ✓ C1 Processing: Can exploit information and arguments from a complex spoken or written text to talk about a topic, glossing with evaluative comments, adding his/her opinion, etc. ✓ C1 Processing: Can explain the attitude or opinion expressed in a spoken or written text on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original. ✓ C1 Processing: Can explain subtle distinctions in the presentation of facts and arguments.
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		<p>– Presents, in an alternate form, information contained in multiple complex formatted texts.</p> <p>Conduct a complex and comprehensive search of multiple online sources of information related to a specialized topic.</p>	<p>✓ C1 Analysis: Can critically appraise a wide variety of texts including literary works of different periods and genres.</p> <p>✓ C1 Analysis: Can evaluate the extent to which a work follows the conventions of its genre.</p> <p>NO MATCH BUT CHARACTERISTIC OF C1</p>
10	B2+	<p>✓ Understand an expanding range of complex multipurpose texts in many unpredictable contexts and on <u>many unfamiliar topics</u>.</p> <p>✓ <i>Comprend une <u>grande variété de textes complexes</u> qui portent sur des sujets abstraits, théoriques ou techniques <u>qui ne sont pas toujours familiers</u></i></p> <ul style="list-style-type: none"> - <u>Linguistically complex</u> and may include some idiomatic and figurative language - With abstract, conceptual or <u>specialized vocabulary</u> - Visually <u>complex and lengthy</u> or dense <p>✓ Uses a unilingual dictionary to confirm and refine interpretation of unknown terms</p> <p>✓ Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view, values and assumptions from stated and implied information</p> <p>✓ Uses knowledge of styles and registers to assist in comprehension</p> <p>✓ Uses inference to integrate several pieces of stated and implied information throughout the text</p> <p>✓ Separates relevant from irrelevant details</p>	<p>✓ C1 Overall reading: Can understand in detail <u>lengthy, complex texts</u>, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> <p>✓ B2+ Info & argument: Can understand <u>specialised articles outside his/her field</u>, provided he/she can <u>use a dictionary occasionally</u> to confirm his/her interpretation of terminology.</p> <p>✓ C1 Overall reading: Can understand a <u>wide variety of texts</u> including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and he/she has <u>access to reference tools</u>.</p> <p>✓ C1 Processing: Can explain the <u>attitude or opinion</u> expressed in a spoken or written text on a specialised topic, <u>supporting inferences</u> he/she makes with reference to <u>specific passages</u> in the original.</p> <p>✓ C1 Self-assess: I can understand long and complex factual and literary texts, <u>appreciating distinctions of style</u>.</p> <p>✓ C1 Identifying cues: Is skilled at using contextual, grammatical and lexical cues to <u>infer attitude, mood and intentions</u> and anticipate what will come next.</p> <p>✓ C1 Self-assess: I can understand long and complex factual and literary texts, appreciating distinctions of style.</p> <p>✓ C1 Identifying cues: Is skilled at using contextual, grammatical and lexical cues to <u>infer attitude, mood and intentions</u> and anticipate what will come next.</p> <p>✓ B2+ Orientation: Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</p>

	<ul style="list-style-type: none"> ✓ <u>Paraphrases and summarizes key points</u> ✓ Sometimes has <u>difficulty interpreting low-frequency idioms</u>, cultural references and figures of speech <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying stated and unstated values and assumptions. <ul style="list-style-type: none"> – Identifies and explains values and assumptions. – Identifies or infers mood and attitude. – Identifies the purpose of the text and its parts. – Draws inferences about the author’s implied meanings in sections of the text. – Identifies context and situation. – Differentiates between <u>facts and opinions</u>. – Identifies register, style and language variety. ✓ Read 2 editorials on the same issue or topic to identify and discuss implicit differences in values and assumptions. ✓ Read 2 blog postings about a social or political issue (such as taxation, wages or social assistance) to identify implicit assumptions and underlying values in each. ✓ Read an issue-specific webpage, blog or other social media communication to evaluate the position and supporting data and respond appropriately. 	<ul style="list-style-type: none"> ✓ C1: Relaying info: Can explain the <u>relevance of</u> specific information found in a <u>particular section of a long, complex text</u>. ✓ B2+ Processing: Can <u>summarise in writing the main content</u> of well-structured but propositionally complex spoken and written text on subjects within his/her fields of professional, academic and personal interest. ✓ B2 Overall Reading: 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 <u>may experience some difficulty with low-frequency idioms</u>. ✓ B2 Processing text: Can summarise a wide range of factual and imaginative texts <u>commenting on and discussing contrasting points of view</u> and the main themes. ✓ B2 Processing text: Can summarise in writing the main content of complex spoken and written texts on subjects related to his/her fields of interest and specialisation. ✓ B2 Processing text: Can recognise the intended audience of a spoken or written text on a topic of interest and explain <u>the purpose, attitudes and opinion of the author</u>. ✓ B2 Info & argument: Can understand articles and reports concerned with contemporary problems in which <u>the writers adopt particular stances or viewpoints</u>. ✓ B2 Info & argument: Can recognise when a text provides <u>factual information and when it seeks to convince readers of something</u>. ✓ B2 Self-assess: I can understand long and complex factual and literary texts, <u>appreciating distinctions of style</u>. ✓ B2 Processing text: Can <u>compare, contrast and synthesise</u> in writing the <u>information and viewpoints</u> contained in academic and professional publications in his/her fields of special interest. ✓
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	<p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand and summarize complex instructional texts about familiar procedures. [Comprehending and summarizing the text requires integrating several detailed pieces of information; instructions are clear and explicit, but not presented step by step.] <ul style="list-style-type: none"> - Summarizes the information from the text into clear, comprehensive multistep instructions. - Locates and integrates several pieces of information to interpret and follow instructions correctly. - Extracts important details and presents instructions in point form. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Obtain and accurately interpret information from multiple complex texts to inform significant decisions. <ul style="list-style-type: none"> - Integrates several pieces of stated and implied information. - Interprets information in legal documents and other texts. - Identifies the writer's purpose and attitude in business letters. - Summarizes information and ideas from multiple texts. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand, summarize and evaluate the development of arguments in complex texts (such as lengthy research papers, problem-solution essays or persuasive articles). <ul style="list-style-type: none"> - Identifies fallacies in arguments. - Distinguishes a proposition from its argument. - Identifies the logical line of argumentation in support of a conclusion. - Identifies connective words and phrases that convey causal relationships of manner, purpose, concession and condition. ✓ Interpret and summarize information and ideas contained in complex formatted texts. <ul style="list-style-type: none"> - Presents, in an alternate form, information contained in complex formatted texts. 	<ul style="list-style-type: none"> ✓ B2 Instructions: Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections. ✓ B2 Processing text: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. ✓ B2 Processing text: Can synthesise and report information and arguments <u>from a number of spoken and/or written sources</u>. ✓ B2+ Relaying: Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. <ul style="list-style-type: none"> ✓ B2 Processing text: Can synthesise and report information and arguments <u>from a number of spoken and/or written sources</u>. ✓ B2 Processing text: Can <u>compare, contrast and synthesise</u> in writing the <u>information and viewpoints</u> contained in academic and professional publications in his/her fields of special interest. ✓ B2 Correspondence: Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. <ul style="list-style-type: none"> ✓ C1 Processing text Can exploit information and arguments from a complex spoken or written text to talk about a topic, glossing with evaluative comments, adding his/her opinion, etc. ✓ C1 Processing text Can explain the attitude or opinion expressed in a spoken or written text on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original. ✓ B2 Info & argument: Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. ✓ B2 Processing text: Can <u>synthesise and report information and arguments</u> from a number of spoken and/or written sources. ✓ C1 Processing text: Can summarise in writing a long and complex text (e.g. an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a
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		<p>Conduct a complex search of relevant online reference sources to research a topic.</p> <ul style="list-style-type: none"> – Accesses appropriate information sources. – Uses effective search strategies and tools. – Obtains relevant and current information. 	<p>scientific book) for a specific audience, respecting the style and register of the original.</p> <p>NO MATCH BUT CHARACTERISTIC OF THIS LEVEL</p>
9	High B2	<ul style="list-style-type: none"> ✓ Understand an adequate range of complex texts in some unpredictable contexts and on some unfamiliar topics. ✓ Uses a unilingual <u>dictionary to confirm and refine interpretation of unknown terms</u> <ul style="list-style-type: none"> - Linguistically complex and may include some idiomatic and figurative language - With abstract, conceptual or specialized vocabulary - Visually complex and lengthy or dense - In demanding contexts - Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view from stated and implied information - Uses knowledge of styles to assist in comprehension - Uses inference to integrate several pieces of stated information across paragraphs or sections of text ✓ Separates <u>relevant from irrelevant details</u> ✓ Paraphrases key points ✓ Often has difficulty interpreting low-frequency idioms, cultural references and figures of speech 	<ul style="list-style-type: none"> ✓ B2 Info & Argument: Can obtain information, ideas and opinions from highly specialised sources within his/her field. ✓ B2 Info & Argument: Can understand specialised articles outside his/her field, provided he/she can use a <u>dictionary occasionally to confirm his/her interpretation of terminology</u>. ✓ B2+ Relaying: Can relay in writing the relevant point(s) contained in <u>propositionally complex but well-structured texts</u> within his/her fields of professional, academic and personal interest. ✓ B2+ Processing text: Can summarise in writing the main content of <u>well-structured but propositionally complex</u> spoken and written texts on subjects within his/her fields of professional, academic and personal interest. ✓ B2 Info & arguments: Can recognise when a text provides factual information and when it seeks to convince readers of something. <p>NO MATCH</p> <p>NO MATCH BUT CHARACTERISTIC OF THIS LEVEL</p> <ul style="list-style-type: none"> ✓ B2+ Streamlining: Can simplify a source text by <u>excluding non-relevant or repetitive information</u> and taking into consideration the intended audience. ✓ B2 Processing text: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. ✓ B2 Overall Reading: 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

		<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying general opinions and points of view. [Texts may contain stated and implied expressions of opinions and personal perspectives.] <ul style="list-style-type: none"> – Identifies and explains the author’s point of view. – Identifies or infers mood and attitude. – Identifies the purpose of the text and its parts. – Draws inferences about the author’s implied meanings in different sections of the text. – Identifies context and situation. – Identifies register, style and language variety. <p>Read 2 editorials on the same issue or topic in occupation-specific journals to compare the different perspectives (points of view, mood and attitude).</p> <p>Read 3 letters to the editor on the same issue to identify the points of view and infer personal attitudes and emotions.</p> <p>Read a professor’s critique of a student’s essay to identify the professor’s opinion, attitude and point of view.</p> <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand formal instructions for familiar procedures in complex texts containing advisories, recommendations, policies and regulations. [Comprehending the instructions requires integrating several pieces of information; instructions are clear and explicit but not always presented step by step.] <ul style="list-style-type: none"> – Locates and integrates several pieces of information in texts to explain and follow instructions accurately. – Paraphrases instructions accurately. 	<p>active reading vocabulary, but may experience some difficulty with <u>low-frequency idioms</u>.</p> <ul style="list-style-type: none"> ✓ B2 Processing text: Can summarise a wide range of factual and imaginative texts <u>commenting on and discussing contrasting points of view</u> and the main themes. ✓ B2 Processing text: Can summarise in writing the main content of complex spoken and written texts on subjects related to his/her fields of interest and specialisation. ✓ B2 Processing text: Can recognise the intended audience of a spoken or written text on a topic of interest and explain <u>the purpose, attitudes and opinion of the author</u>. ✓ B2 Info & argument: Can understand articles and reports concerned with contemporary problems in which <u>the writers adopt particular stances or viewpoints</u>. ✓ B2 Info & argument: Can recognise when a text provides <u>factual information and when it seeks to convince readers of something</u>. ✓ B2 Self-assess: I can understand long and complex factual and literary texts, <u>appreciating distinctions of style</u>. ✓ B2 Processing text: Can <u>compare, contrast and synthesise</u> in writing the <u>information and viewpoints</u> contained in academic and professional publications in his/her fields of special interest. ✓ B2 Instructions: Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections. ✓ B2 Processing text: Can synthesise and report information and arguments <u>from a number of spoken and/or written sources</u>.
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	<p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Obtain and accurately interpret information from complex texts to inform significant decisions. <ul style="list-style-type: none"> - Locates and integrates several pieces of stated and implied information. - Reads carefully to locate and interpret detailed information, including fine print. - Compare complex information about benefits and entitlements in similar positions at 2 different companies to make a decision about purchasing coverage. - Read formal business letters, employment benefit documents, employment contracts, public reports and business articles to increase one's ability to advocate for self in the workplace. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand the organization, underlying structure and development of ideas in complex texts. <ul style="list-style-type: none"> - Identifies the main idea and describes how it is developed and supported. - Identifies specific details, facts, concepts and ideas. - Reorganizes the text components into a chart or other visual display that clearly shows how they are developed through the supporting details. ✓ Interpret information contained in complex formatted texts (such as charts, graphs and diagrams). <ul style="list-style-type: none"> - Presents, in an alternate form, information contained in complex formatted texts. ✓ Conduct a complex search of online reference sources to research a defined topic that is limited in scope. <ul style="list-style-type: none"> - Accesses appropriate information sources. - Uses effective search strategies. - Obtains relevant and current information. 	<ul style="list-style-type: none"> ✓ B2 Processing text: Can synthesise and report information and arguments <u>from a number of</u> spoken and/or <u>written sources</u>. ✓ B2 Processing text: Can <u>compare, contrast and synthesise</u> in writing the <u>information and viewpoints</u> contained in academic and professional publications in his/her fields of special interest. ✓ B2 Correspondence: Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. <ul style="list-style-type: none"> ✓ B2 Info & argument: Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. ✓ B2 Listening: (as a member of an audience): Can <u>distinguish main themes from asides</u>, <i>provided the lecture or talk is delivered in standard spoken language</i>. ✓ B2 Visually presenting information (Supplementary descriptors): Can, from a text, <u>produce a graphic to present the main ideas</u> in it (a mind map, pie chart, etc.) in order to help people understand the concepts involved. ✓ B2 Explaining data: Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest. <p>NO MATCH BUT CHARACTERISTIC OF THIS LEVEL</p>
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8	B2	<p>✓ <u>Understand most moderately complex texts</u> in less predictable but relevant social, educational and work-related situations.</p> <ul style="list-style-type: none"> - Factual, descriptive or argumentative; with opinions, explicit and implied meanings - With a range of concrete, abstract and specialized vocabulary and idiomatic language - Moderate in length <p>✓ <u>Peut avoir de la difficulté à comprendre les expressions moins courantes,</u> certaines tournures et les figures de style. (<i>Identifies a wide range of different styles and registers</i> ????)</p> <ul style="list-style-type: none"> - <i>Identifies purpose, main ideas, specific details</i> - <i>and implied meanings, as well as mood, attitude and register</i> - <i>Finds, integrates, compares, contrasts and analyzes information</i> - Usually guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms, cultural references and figures of speech <p>Uses a unilingual dictionary to confirm and refine interpretation of unknown terms</p> <p>INTERACTING WITH OTHERS</p> <p>✓ Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).</p>	<p>✓ B2 Overall Reading: Can <u>read with a large degree of independence</u>, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but <u>may experience some difficulty with low-frequency idioms</u>.</p> <p>✓ B2 Info & arguments: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p> <p>✓ B2 Info & arguments: Can recognise when a text provides factual information and when it seeks to convince readers of something.</p> <p>✓ B1+ Info & arguments: Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</p> <p>✓ B2 Info & arguments: Can recognise when a text provides factual information and when it seeks to convince readers of something.</p> <p>✓ B2 Relaying: Can relay the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest.</p> <p>NO MATCH</p> <p>✓ B2 Processing text: Can synthesise and report information and arguments from a number of spoken and/or written sources.</p> <p>✓ B2 Processing text: Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in his/her fields of special interest.</p> <p>✓ B1+ Identifying cues: Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text.</p> <p>✓ B1+ Identifying cues: Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>NO MATCH BUT CHARACTERISTIC OF THIS LEVEL</p> <p>✓ B2 Correspondence: Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p>
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	<ul style="list-style-type: none"> – Identifies specific factual details and implied meanings. – Identifies the purpose of the message. – Identifies the reader/writer relationship. – Identifies the mood and attitude of the writer. – Identifies context and situation. – Identifies register and style. <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks. [Instructions are about 10 to 13 steps in a clear and explicit text of about 8 to 15 paragraphs, not always presented step by step.] – Interprets sequence and location signals and implied meanings. – Infers the correct sequence. – Follows instructions as required to complete a task. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts. [Formatted texts can be visually complex and contain multiple pieces of information organized in sections with subsections.] <ul style="list-style-type: none"> – Identifies layout and organization of text to find the information needed. – Finds and integrates 3 or 4 pieces of information for comprehension and use. <ul style="list-style-type: none"> ✓ Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies. <ul style="list-style-type: none"> – Identifies main ideas, key details and implied meanings. 	<ul style="list-style-type: none"> ✓ B2 Correspondence: Can understand what is said in a personal e-mail or posting even where some colloquial language is used. ✓ B2 Processing: Can recognise the intended audience of a spoken or written text on a topic of interest and explain the purpose, attitudes and opinion of the author. ✓ B2: Personal reaction to creative: Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why. ✓ B2 Instructions: Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections. ✓ B1 Identifying cues: 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). ✓ B2 Breaking down: Can make a complicated process easier to understand by breaking it down into a series of smaller steps. ✓ B2 Orientation: Can scan quickly through long and complex texts, locating relevant details. ✓ B2: Processing text: Can synthesise and report information and arguments from a number of spoken and/or written sources ✓ B1+ Identifying cues: Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text. ✓ B1+ Identifying cues: Can extrapolate the meaning of a section of a text by taking into account the text as a whole. ✓ B1+ Info & argument: Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
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	<ul style="list-style-type: none"> – Identifies the writer’s purpose, intent, mood and attitude in sections of text. – Scans text and makes inferences to select the relevant information. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand moderately complex extended descriptions, feature articles, reports and narrations. – Identifies organization of text and links between paragraphs. – Follows sequences of narrations or processes. – Locates and integrates relevant information across paragraphs/sections of the text. <p>– Evaluates ideas in text, draws conclusions, compares with own opinion.</p> <ul style="list-style-type: none"> ✓ Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus). – Presents the information contained in charts, diagrams and graphs in an alternate form. – Analyzes information, supporting details, implied meanings, and writer’s point of view 	<ul style="list-style-type: none"> ✓ B1+ Instructions: <i>Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided he/she is familiar with the type of process or product concerned.</i> ✓ B2 Processing: Can summarise the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. ✓ B2 Processing: Can recognise the intended audience of a spoken or written text on a topic of interest and explain the purpose, attitudes and opinion of the author. ✓ B2 Orientation: Can scan quickly through long and complex texts, locating relevant details. <ul style="list-style-type: none"> ✓ B2 Info & argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. ✓ B2 Correspondence: Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. ✓ B2: Leisure activity: Can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language, provided he/she can take his/her time and use a dictionary. ✓ B1+ Identifying cues: Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text. ✓ B2 Processing: Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. <ul style="list-style-type: none"> ✓ B2: Explaining data: Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest. ✓ C1 Processing: Can explain the attitude or opinion expressed in a spoken or written text on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.
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		<p>Access, locate and integrate several pieces of information from relevant online reference sources.</p> <ul style="list-style-type: none"> – Accesses information using effective search strategies. 	NO MATCH BUT CHARACTERISTIC OF THIS LEVEL
7	B1+	<ul style="list-style-type: none"> - Understand an expanding range of moderately complex texts in less predictable but relevant social, educational and work-related situations. - Factual, descriptive or argumentative; with opinions, explicit and implied meanings - With concrete, abstract or specialized vocabulary, and some idioms - Identifies purpose, main ideas, specific details and many implied meanings - Finds, integrates, compares and contrasts information - Often guesses the meaning of unknown terms, phrases and idioms from the context - Identifies a range of different styles and registers 	<ul style="list-style-type: none"> ✓ B1+ Info & arguments: Can understand straightforward, factual texts on subjects relating to his/her interests or studies. ✓ B1+ Info & arguments: Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). ✓ B1+ Info & arguments: Can identify the main conclusions in clearly signalled argumentative texts. ✓ B1+ Info & arguments: Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. ✓ B1+ Orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. ✓ B1+ Orientation: Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. ✓ B2 Relaying: Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects. ✓ B1+ Processing text: Can collate short pieces of information from several sources and summarise them for somebody else. ✓ B2 Processing text: Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in his/her fields of special interest. ✓ B1+ Identifying cues: Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text. ✓ B1+ Identifying cues: Can identify unfamiliar words from the context on topics related to his/her field and interests. <p>NO MATCH</p> <p>NO MATCH BUT CHARACTERISTIC OF THIS LEVEL</p>

	<ul style="list-style-type: none"> - Uses a unilingual dictionary to confirm and refine interpretation of unknown terms <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction). <ul style="list-style-type: none"> - Identifies specific factual details and implied meanings. - Identifies the purpose of the message. - Identifies the reader/writer relationship. - Read a letter or email from a co-worker conveying feelings about some bad news or expressing disappointment about not getting a promotion. - Read a letter from a family physician announcing that she has accepted an offer for a new position and requesting acceptance and support for the recent medical school graduate who will be taking over the practice. - Read an email from a friend conveying opinions about a current event or social issue to decide whether to agree or disagree - Identifies the mood and attitude of the writer. - Identifies context, register and style. <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical. [Instructions are about 10 to 13 steps in a clear and explicit text of about 5 to 10 paragraphs, not always presented step by step.] <ul style="list-style-type: none"> - Interprets sequence and location signals and implied meanings to infer the correct sequence. 	<ul style="list-style-type: none"> ✓ B1+ Correspondence: Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else. ✓ B1 Correspondence: Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. ✓ B1 Correspondence: Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences. ✓ B1 Correspondence: Can understand standard formal correspondence and online postings in his/her area of professional interest. ✓ B1+ Online conversation: Can engage in real-time online exchanges with more than one participant, <u>recognising the communicative intentions of each contributor</u>, but may not understand details or implications without further explanation. ✓ B1+ Goal-oriented online: Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary. ✓ B1+ Goal-oriented online: Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks. <p>NO MATCH</p> <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1+ Instructions: Can understand instructions and procedures in the form of a continuous text, <u>for instance in a manual</u>, provided he/she is familiar with the type of process or product concerned. ✓ B1 Relaying: Can relay the contents of detailed instructions or directions, <i>provided these are clearly articulated</i>. ✓ B1+ Breaking down: Can make a complicated process easier to understand by breaking it down into a series of smaller steps.
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		<ul style="list-style-type: none"> - Follows instructions as required to complete the task. - Read and follow instructions, including diagrams on how to assemble a piece of furniture or equipment. - Read and follow instructions on how to remove a computer virus and prevent further virus infection. - Read and follow instructions on how to conduct a moderately complex science experiment. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus). [Formatted texts can contain multiple pieces of information organized in sections with subsections.] <ul style="list-style-type: none"> - Identifies layout and organization of text to find the information needed. - Finds and uses 3 or 4 pieces of information by scanning the text. ✓ Get information from moderately complex business/service texts containing assessments, evaluations and advice. <ul style="list-style-type: none"> - Identifies main ideas, key details and some implied meanings. - Identifies the writer's purpose, intent, mood and attitude in sections of text. - Scans text and makes inferences to select relevant information. - Read a complaint letter from a customer or client to determine appropriate action. - Obtain information from public health advisories, municipal notices, violation notices, or community newsletters and bulletins. Decide on action for a personal or family health concern. 	<ul style="list-style-type: none"> ✓ B1+ Info & arguments: Can understand straightforward, factual texts on subjects relating to his/her interests or studies. ✓ B1 Orientation: Can find and understand relevant information in everyday material, such as letters, brochures and <u>short official documents</u>. ✓ B1+ Identifying cues: Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text. ✓ B1+ Identifying cues: Can extrapolate the meaning of a section of a text by taking into account the text as a whole. ✓ B1+ Orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. ✓ B1+ Info & argument: Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). ✓ B1+ Orientation: Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. ✓ B1 Correspondence: Can understand standard formal correspondence and online postings in his/her area of professional interest.
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	<ul style="list-style-type: none"> - Scan a course calendar (either online or in print) to locate eligibility requirements for a particular program, its start date and any pre-requisites. - Read a workplace performance review to determine how successful the employee has been in meeting objectives and what areas require improvement over the next year. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand moderately complex extended descriptions, reports and narrations on familiar topics. <ul style="list-style-type: none"> - Distinguishes facts from opinions. - Evaluates ideas in text to draw conclusions. - Identifies organization of text and links between paragraphs. - Compares 3 or 4 pieces of information from different reference sources. - Read and paraphrase a short research report for an academic assignment. ✓ Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus). <ul style="list-style-type: none"> - Follows the sequence of a narration or process. - Interpret a chart of tasks (such as a Gantt chart) in a work plan for a group project to understand the sequence of steps. ✓ Access, locate and integrate information from online reference sources. <ul style="list-style-type: none"> - Accesses relevant information using effective search strategies. - Access and read coverage of a current event on several news websites to compare coverage of the event. 	<ul style="list-style-type: none"> ✓ B2 Info and argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. ✓ B1+ Info and argument: Can understand straightforward, factual texts on subjects relating to his/her interests or studies. ✓ B1+ Info and argument: Can identify the main conclusions in clearly signalled argumentative texts. ✓ B2 Processing text: Can <u>compare, contrast and synthesise</u> in writing the <u>information and viewpoints</u> contained in academic and professional publications in his/her fields of special interest. ✓ B1+ Adapting language: Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others. ✓ B1+ Explaining data: Can interpret and present in writing the overall trends shown in simple diagrams (e.g. graphs, bar charts), explaining the important points in more detail, given the help of a dictionary or other reference materials. <p>NO MATCH BUT CHARACTERISTIC OF THIS LEVEL</p>
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6	B1	<p>✓ Understand an adequate range of moderately complex texts in <u>predictable, practical and relevant</u> social, educational and work-related <u>situations</u>.</p> <ul style="list-style-type: none"> - <u>Mostly concrete, factual and descriptive</u> - With mostly common and some abstract or specialized vocabulary and occasional idioms - Occasionally supported by visuals - Relatively short - In moderately demanding contexts - Identifies purpose, main ideas, specific factual details and <u>some implied meanings</u> - <u>May reread</u> and ask for clarification <ul style="list-style-type: none"> - Finds specific, detailed information for comparing and contrasting <ul style="list-style-type: none"> - Sometimes guesses the meaning of unknown terms, phrases or idioms from the context without a dictionary <ul style="list-style-type: none"> - <u>Identifies an expanding range of different styles and registers</u> <p>INTERACTING WITH OTHERS</p> <p>✓ Understand moderately complex social messages (such as those conveying announcements, cancellations of arrangements and apologies) related to a personal experience or a familiar context.</p>	<p>✓ B1 Overall reading: Can read <u>straightforward factual texts</u> on subjects related to his/her field and interest with a satisfactory level of comprehension.</p> <p>✓ B1 Correspondence: Can understand the <u>description of events, feelings and wishes</u> in personal letters well enough to correspond regularly with a pen friend.</p> <p>✓ B1 Correspondence: Can understand straightforward personal letters, e-mails or postings giving a <u>relatively detailed account of events and experiences</u>.</p> <p>✓ B1 Info & argument: Can understand <u>most factual information that he/she is likely to come across</u> on familiar subjects of interest, <u>provided he/she has sufficient time for rereading</u>.</p> <p>✓ B1 Info & argument: Can understand the main points in <u>descriptive notes</u> such as those on museum exhibits and explanatory boards in exhibitions.</p> <p>✓ B1 Info & argument: Can <u>recognise significant points</u> in straightforward newspaper articles on familiar subjects.</p> <p>✓ B1 Orientation: Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>✓ B1 Orientation: Can pick out important information about preparation and usage on the labels on foodstuff and medicine.</p> <p>✓ B1 Identifying cues: Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).</p> <p>✓ B1+ Identifying cues: Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning, provided the topic discussed is familiar.</p> <p>NO MATCH</p> <p>✓ B1 Correspondence: Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</p>
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	<ul style="list-style-type: none"> - Identifies specific factual details and implied meanings. - Identifies the purpose. - Identifies reader/writer relationship. - Identifies mood and attitude of the writer. - Identifies the context. - Read an invitation to a fundraising event to decide whether or not to attend by reviewing purpose, formality, details about the occasion and expectations of participants. - Read an email message in which a friend or family member apologizes for a have been hurtful and explains the reasons for the inappropriate behaviour. <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand moderately complex instructions and instructional texts for multistep procedures related to everyday situations, where the sequence must be inferred. [Instructions are up to 10 steps, presented partially in point form or in a text of about 3 to 5 paragraphs; not always step by step; some visual clues may support comprehension.] <ul style="list-style-type: none"> - Interprets sequence and location signals and implied meanings to infer the correct sequence. - Follows instructions as required to complete the task. - Read and follow instructions and warnings on a label for a common chemical product (such as cleaning products, paint thinner) used at home or at work. - Follow security instructions and safety regulations at work. - Read instructions on submitting an application for post-secondary study and follow the steps in the correct order. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Locate and use 2 or 3 pieces of information from moderately complex formatted texts (such as maps, course calendars, directories or website navigation menus). <ul style="list-style-type: none"> - Identifies layout and organization of text to find the information needed. - Finds 2 or 3 pieces of information by scanning the text. 	<ul style="list-style-type: none"> ✓ B1 Correspondence: Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences. ✓ B1 Correspondence: Can understand standard formal correspondence and online postings in his/her area of professional interest. <ul style="list-style-type: none"> ✓ B1 Instructions: Can understand clearly written, straightforward instructions for a piece of equipment. ✓ B1 Instructions: Can follow simple instructions given on packaging (e.g. cooking instructions). ✓ B1 Instructions: Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment). ✓ B1 Relaying: Can relay the contents of detailed instructions or directions, <i>provided these are clearly articulated.</i> <ul style="list-style-type: none"> ✓ B1 Orientation: Can find and understand relevant information in everyday material, such as letters, brochures and <u>short official documents</u>. ✓ B1 Orientation: Can pick out important information about preparation and usage on the labels on foodstuff and medicine.
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	<p>✓ Get information from moderately complex business/service texts containing advice, requests or detailed specifications.</p> <ul style="list-style-type: none"> - Identifies main ideas, factual details and some implied meanings. - Identifies the writer's purpose, intent, mood and attitude in sections of text. - Read a cover letter for a job and determine the applicant's interest and suitability for the position. - Read product specifications to determine suitability (such as an appliance's specifications and its suitability for the size of your family). - Find 2 courses of interest in a course calendar for an adult education institution. - Locate information about used merchandise on 2 or 3 websites to find the best deal on an item needed. <p>COMPREHENDING INFORMATION</p> <p>✓ Understand moderately complex descriptive or narrative texts on familiar topics.</p> <p>- Distinguishes facts from opinions. - Retells or summarizes. - Identifies organization of text and links between paragraphs. Read a short health or business report or a current news item.</p>	<p>✓ B1 Correspondence: Can understand standard formal correspondence and online postings in his/her area of professional interest.</p> <p>✓ B1 Info & argument: Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for rereading.</p> <p>✓ B1 Info & argument: Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p> <p>✓ B1 Orientation: Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.</p> <p>✓ B1 Info & argument: Can understand the main points in <u>descriptive notes</u> such as those on museum exhibits and explanatory boards in exhibitions.</p> <p>✓ B1 Leisure activity: Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency everyday language.</p> <p>✓ B1 Leisure activity: Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer.</p> <p>✓ B2 Info & argument: Can recognise when a text provides factual information and when it seeks to convince readers of something.</p> <p>✓ B1 Relaying: Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.</p> <p>✓ B1 Processing text: Can summarise simply the main information content of straightforward texts on familiar subjects (e.g. a short written interview, magazine article, travel brochure).</p> <p>✓ B1 Info & arguments: Can recognise significant points in straightforward newspaper articles on familiar subjects.</p>
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		<ul style="list-style-type: none"> ✓ Interpret information contained in formatted texts (such as diagrams, tables, graphs or website navigation menus). <ul style="list-style-type: none"> – Identifies purpose, main ideas and key details in prose or formatted texts. – Compares facts to make choices. Read and interpret a graph or table showing crime data over time to offer a general opinion about crime rates. ✓ Access, locate and compare 2 or 3 pieces of information from online reference sources. <ul style="list-style-type: none"> – Accesses relevant information using effective search strategies. Read about a familiar health problem in 2 different online sources. Compare the information and consider the recommendations. Read a course outline (for a non-language course) on a class homepage. Based on the outline, determine how much work will be required, how grades will be determined and how strict or relaxed the course will be. 	<ul style="list-style-type: none"> ✓ B1 Identifying cues: Can make basic inferences or predictions about text content from headings, titles or headlines. ✓ B1 Identifying cues: 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+ Explaining data: Can interpret and present in writing the overall trends shown in simple diagrams (e.g. graphs, bar charts), explaining the important points in more detail, given the help of a dictionary or other reference materials. ✓ B1 Explaining data: Can describe in simple sentences the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart). <p>NO MATCH BUT CHARACTERISTIC FOR THIS LEVEL</p>
5	Low B1	<ul style="list-style-type: none"> ✓ Understand <u>simple</u> and some moderately complex texts in <u>predictable, practical and relevant</u> social, educational and work-related situations. <ul style="list-style-type: none"> - Mostly concrete, factual and descriptive - With mostly common and some abstract or specialized vocabulary and occasional high-frequency idioms - Sometimes supported by visuals - <u>Relatively short</u> - In moderately demanding contexts 	<ul style="list-style-type: none"> ✓ B1 Overall reading: Can read <u>straightforward factual texts</u> on subjects related to his/her field and interest with a satisfactory level of comprehension. ✓ A2+ Overall reading: Can understand <u>short</u>, simple texts on familiar matters of a concrete type that consist of high frequency everyday or job-related language. ✓ B1 Correspondence: Can understand the <u>description of events, feelings and wishes</u> in personal letters well enough to correspond regularly with a pen friend.

		<ul style="list-style-type: none"> - Identifies purpose, main ideas, important details and links between paragraphs - Finds some information to make comparisons <ul style="list-style-type: none"> - Occasionally guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary - Often rereads and needs clarification <ul style="list-style-type: none"> - Identifies some different styles and registers <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand simple to moderately complex personal and public social messages (such as those conveying compliments, invitations, likes, dislikes and preferences) related to a familiar context. <ul style="list-style-type: none"> - Identifies specific factual details and implied meanings. - Identifies purpose of the message. - Identifies reader/writer relationship. - Identifies mood and attitude of the writer. - Identifies context, register and style. - Read an email message or letter from a friend containing a discussion of interests. Identify the likes, dislikes and preferences expressed. 	<ul style="list-style-type: none"> ✓ B1 Correspondence: Can understand straightforward personal letters, e-mails or postings giving a <u>relatively detailed account of events and experiences.</u> ✓ B1 Info & argument: Can understand the main points in <u>descriptive notes</u> such as those on museum exhibits and explanatory boards in exhibitions. ✓ B1 Identifying cues: 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+ Identifying cues: Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text. ✓ A2+ Identifying cues: 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. ✓ B1 Info & argument: Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has <u>sufficient time for rereading.</u> <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ B1 Correspondence: Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. ✓ B1 Correspondence: Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences. ✓ B1 Correspondence: Can understand standard formal correspondence and online postings in his/her area of professional interest.
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		<ul style="list-style-type: none"> - Read letters to an advice columnist in the newspaper to decide whether you agree with the advice given. - Read a workplace email message about a company fundraising event to decide whether to participate <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand simple to moderately complex, step-by-step instructions and instructional texts for multistep procedures related to everyday situations. [Instructions are about 7 to 10 steps, presented in point form or in a text of about 2 or 3 paragraphs with some visual clues to support comprehension.] <ul style="list-style-type: none"> - Interprets sequence and location signals (such as first, next and before). - Follows instructions and directions by responding with actions as required to complete task. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Locate and use 1 or 2 pieces of information from moderately complex formatted texts (such as standard maps, charts, forms, tables, schedules, directories or website navigation menus). <ul style="list-style-type: none"> - Identifies layout and organization of text to find the information needed. - Finds and uses 1 or 2 pieces of information. ✓ Get information from simple to moderately complex business or service texts (such as public announcements, brochures, notices, business letters and flyers). <ul style="list-style-type: none"> - Gets the gist. - Identifies key information and finds specific details. <p>Use 2 bus or train schedules to plan a trip that involves a stopover or transfer. Locate departure and arrival times to coordinate the travel.</p> <p>Read a brochure about a training program to determine its suitability for one's own needs.</p> <p>Read a memo posted in a workplace or institution giving information about a new policy.</p> 	<ul style="list-style-type: none"> ✓ B1 Instructions: Can understand clearly written, straightforward instructions for a piece of equipment. ✓ B1 Instructions: Can follow simple instructions given on packaging (e.g. cooking instructions). ✓ B1 Instructions: Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment). <ul style="list-style-type: none"> ✓ B1 Orientation: Can find and understand relevant information in everyday material, such as letters, brochures and <u>short official documents</u>. ✓ B1 Orientation: Can pick out important information about preparation and usage on the labels on foodstuff and medicine. <ul style="list-style-type: none"> ✓ B1 Correspondence: Can understand standard formal correspondence and online postings in his/her area of professional interest. ✓ B1 Info & argument: Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for rereading. ✓ B1 Info & argument: Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. ✓ B1 Orientation: Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.
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		<p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand simple to moderately complex descriptive or narrative texts on familiar topics. <ul style="list-style-type: none"> – Identifies organization of text and links between paragraphs. Read a plain-language text about legislation relevant to own situation, such as employment standards, landlord or tenant law, or driving regulations. ✓ Interpret information contained in formatted texts (such as diagrams, tables, graphs or website navigation menus). Interpret a simple chart to explain a familiar government process (such as how a law is passed). ✓ Access and locate basic information from reference sources. <ul style="list-style-type: none"> – Scans to locate relevant terms to access the information needed. Use an online resource (such as an occupational database) to find key information about own occupation or target occupation in Canada. 	<ul style="list-style-type: none"> ✓ B1 Orientation: Can find and understand relevant information in everyday material, such as letters, brochures and <u>short official documents</u>. ✓ B1 Orientation: Can pick out important information about preparation and usage on the labels on foodstuff and medicine. ✓ B1 Info & argument: Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for rereading. ✓ B1+ Explaining data: Can interpret and present in writing the overall trends shown in simple diagrams (e.g. graphs, bar charts), explaining the important points in more detail, given the help of a dictionary or other reference materials. ✓ B1 Explaining data: Can describe in simple sentences the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart). <p>NO MATCH BUT CHARACTERISTIC FOR THIS LEVEL</p>
4	A2+	<ul style="list-style-type: none"> ✓ Understand and get most information from <u>short, simple texts</u> related to <u>familiar, routine everyday topics</u> of personal relevance. <ul style="list-style-type: none"> - Limited to common and mostly factual, <u>concrete vocabulary</u> - Clearly organized and easy to read with simple layout - Sometimes supported by graphics, charts or diagrams - Short - In non-demanding contexts - Understands most simple connected discourse - Gets the overall meaning - Identifies purpose, main ideas, some specific details and links between paragraphs 	<ul style="list-style-type: none"> ✓ A2+ Overall reading: Can understand <u>short, simple texts</u> on <u>familiar matters of a concrete type</u> that consist of high frequency everyday or job-related language. ✓ A2+ Identifying: 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.

	<ul style="list-style-type: none"> - Occasionally guesses the meaning of unknown words and identifies some very common idioms - May rely on graphics and other visual clues when interpreting meaning - May identify some aspects of register and style - Relies on a bilingual dictionary <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand simple personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience. <ul style="list-style-type: none"> – Gets the gist. – Identifies specific important details (such as sender, date and response required). – Identifies words that indicate politeness and tone. <p>Read a message (letter, email, text message, online post) from a friend, co-worker or classmate that includes an update on his/her life.</p> <p>Read a personal email message sent by a friend apologizing for forgetting about a lunch date.</p> <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations. [Instructions are up to about 6 steps in point form or as a short, continuous text that may include a visual to support comprehension.] <ul style="list-style-type: none"> – Identifies sequence and location signals (such as first, next and before). – Recognizes common sentence patterns, phrases and symbols commonly used in instructions. – Follows instructions in the appropriate sequenced order. <p>Read and follow instructions on how to remove temporary Internet files from a computer.</p> <p>Read and follow a simple recipe or preparation steps on a packaged food item.</p> 	<ul style="list-style-type: none"> ✓ A2+ Identifying: Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. ✓ A2+ Instructions: Can understand short written instructions illustrated step by step (e.g. for installing new technology). ✓ A2+ Correspondence: Can understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. ✓ A2+ Instructions: Can understand regulations, for example safety, when expressed in simple language. ✓ A2+ Instructions: Can understand short written instructions illustrated step by step (e.g. for installing new technology). ✓ A2 Instructions: Can understand instructions on medicine labels expressed as a simple command (e.g. “Take before meals” or “Do not take if driving”).
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	<p>Read and follow instructions for playing a simple board or card game.</p> <p>Read and follow short, simple directions (in an online reference source) to a location.</p> <p>Read and follow instructions to prepare and set up for a workplace event.</p> <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Get information from simple formatted texts (such as forms, tables, schedules and directories). <ul style="list-style-type: none"> – Identifies layout and specific information. – Identifies type and purpose. ✓ Get information from short business or service texts (such as brochures, notices, form letters and flyers). <ul style="list-style-type: none"> – Identifies type and purpose. – Finds main ideas, specific information and key details. – Compares facts and information to make choices. – Use a <u>bus or train schedule</u> to plan the arrival and departure times for an upcoming trip. – Use a <u>telephone directory</u> (print or online) to locate the closest medical clinic. – Find an <u>advertisement</u> to match a list of apartment rental requirements. – Read a short notice from a bank about a credit card renewal. – Read basic <u>safety rules</u> on a workplace poster. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand the purpose, main idea, key information and specific details in <u>simple, short texts related to everyday familiar and personally relevant situations and topics</u>. [Texts may be supported by graphics, charts, tables, illustrations or diagrams.] <ul style="list-style-type: none"> – Gets the overall meaning. – Identifies type and purpose of the text. 	<ul style="list-style-type: none"> ✓ A2 Instructions: Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. ✓ A2 Orientation: Can find specific, predictable information in simple everyday material such as <u>advertisements</u>, prospectuses, menus, reference lists and timetables. ✓ A2 Orientation: Can locate specific information in lists and isolate the information required (e.g. use the <u>Yellow Pages</u> to find a service or tradesman). ✓ A2+ Orientation: Can find specific information in <u>practical, concrete, predictable texts</u> (e.g. travel guidebooks, recipes), provided they are written in simple language. ✓ A2+ Correspondence: Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics. ✓ A2+ Instructions: Can understand <u>regulations, for example safety</u>, when expressed in simple language. ✓ A2+ Overall reading: Can understand <u>short, simple texts</u> on <u>familiar matters of a concrete type</u> that consist of high frequency everyday or job-related language. ✓ A2+ Info & argument: Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
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		<ul style="list-style-type: none"> – Finds key information and specific details. – Compares simple information. – Identifies meanings of connective words between sentences in a narrative sequence. <p>Read a short news article (print or online) to get the details. Use a simple statistical table (print or online) listing place of birth and number of people in Canada to identify where most immigrants come from.</p> <p>Read a simple description of an event or phenomenon and locate a few concrete facts.</p> <p>Read a simple description about a company and locate a few concrete facts (when it started, what it does, how many people it employs).</p> <p>✓ Access simple standard reference texts (such as dictionaries and encyclopaedias).</p>	<p>✓ A2+ Info & argument: Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable.</p> <p>✓ A2+ Info & argument: Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.</p> <p>✓ A2+ Info & argument: Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</p> <p>✓ A2 Info & argument: Can understand texts describing people, places, everyday life and culture, etc., provided they are written in simple language.</p> <p>✓ A2 Info & argument: Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>✓ A2 Info & argument: Can understand a short factual description or report within his/her own field, provided it is written in simple language and does not contain unpredictable detail.</p> <p>NO MATCH BUT CHARACTERISTIC FOR THIS LEVEL</p>
3	A2	<p>✓ Understand and <u>get some information</u> from short, simple texts related to familiar, routine everyday topics of personal relevance.</p> <ul style="list-style-type: none"> - Limited to common, factual, concrete vocabulary - Clearly organized and easy to read with simple layout - Sometimes supported by graphics, charts or diagrams - Short - In non-demanding contexts - Understands some simple connected discourse - Gets the gist based on familiar words and phrases - Decodes some unfamiliar words because of an improving awareness of sound-symbol relationships and spelling conventions in English - Has limited ability to guess the meaning of unknown words <p>- May rely on graphics and other visual clues when interpreting meaning</p>	<p>✓ A2 Overall Reading: Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>✓ A2 Info & argument: Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).</p> <p>✓ A1 Overall Reading: Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p> <p>✓ A2 Identifying cues: Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).</p> <p>✓ A1 Info & argument: Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p>

	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand short, personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience. <ul style="list-style-type: none"> - Gets the gist. - Identifies some specific details and information (such as sender, date and response required). - Read a short message from a family member, friend, co-worker or classmate describing his/her weekend. - Read a confirmation email for a hotel reservation, language test appointment or eyesight test. - Read an invitation to a wedding or company event to find the time, location, address and RSVP details. - <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand short, simple, clearly sequenced instructions for familiar everyday situations. [Instructions are up to about 5 steps, in point form or prose, and are often accompanied by illustrations.] <ul style="list-style-type: none"> - Identifies sequence and location signals (such as first, second, next). - Recognizes individual words, phrases and symbols commonly used in instructions. - Follows instructions in the sequenced order. - Read directions in point form to get to a nearby location. - Read a legibly written note from a neighbour with simple instructions on how to take care of their home or pet while they are away. - Read and follow short, point-form instructions from a supervisor about a simple work-related task. - <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Get information from simple formatted texts (such as forms, tables, charts, <u>schedules and directories</u>). <ul style="list-style-type: none"> - Identifies layout and specific information. - Scans formatted text (such as a directory) to find specific information. 	<ul style="list-style-type: none"> ✓ A2 Correspondence: Can understand short, simple personal letters. ✓ A1 Correspondence: Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet). ✓ A2 Info & argument: 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 Correspondence: Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase). ✓ A2 Instructions: Can understand simple instructions on equipment encountered in everyday life (e.g. a public telephone). ✓ A2 Instructions: Can understand simple, brief instructions, provided they are illustrated and not written in continuous text. ✓ A2 Instructions: Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals" or "Do not take if driving"). ✓ A2 Instructions: Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. ✓ A2 Orientation: Can find specific, predictable information in simple everyday material such as <u>advertisements</u>, prospectuses, menus, reference lists and timetables.
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		<ul style="list-style-type: none"> ✓ Get information from short business or service texts (such as brochures, notices, form letters and flyers). <ul style="list-style-type: none"> – Gets overall meaning. – Interprets simple graphics. Read a simple product <u>advertisement</u> to make a decision about whether to buy it. Check a bank account balance and make a payment online. Read a short notice about staff kitchen rules. <p>COMPREHENDING INFORMATION</p> <ul style="list-style-type: none"> ✓ Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics. [Texts may be supported by simple formatted graphs, tables and diagrams.] <ul style="list-style-type: none"> – Gets the gist. – Identifies key information and main idea. – Identifies key events, people, places, things (who, what, where and when). ✓ Access simple standard reference texts (such as print or online bilingual dictionaries and encyclopedias). 	<ul style="list-style-type: none"> ✓ A2 Orientation: Can locate specific information in lists and isolate the information required (e.g. use the <u>Yellow Pages</u> to find a service or tradesman). ✓ A2 Orientation: Can understand everyday signs and notices, etc. in public places (e.g. streets, restaurants, railway stations) and in workplaces (e.g. directions, instructions, hazard warnings). <ul style="list-style-type: none"> ✓ A2 Info & argument: Can understand texts describing people, places, everyday life and culture, etc., provided they are written in simple language. ✓ A2 Info & argument: Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities). <p>NO MATCH BUT CHARACTERISTIC FOR THIS LEVEL</p>
2	A1	<ul style="list-style-type: none"> ✓ Understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs. <ul style="list-style-type: none"> - Limited to everyday words and phrases - Clear, sparse and very easy to read - Supported by visual clues (e.g., pictures) - Very short - In non-demanding contexts - Finds key words and simple details - May be able to get the gist of short phrases and sentences based on familiar words and phrases - Has limited knowledge of sound-symbol relationships and spelling conventions in English - Has very limited ability to decode unknown words, read connected discourse or guess the meaning of unknown words - Relies on graphics and other visual clues when interpreting meaning 	<ul style="list-style-type: none"> ✓ Pre-A1 Overall reading: Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary. ✓ A1 Overall reading: 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 Info & argument: Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

		<p>Read the hours of operation on a store sign in order to plan a shopping trip. Get basic information about specials from a grocery store flyer. Identify details on a monthly credit card or utility statement to make a payment or check for accuracy. Find details on an invoice or bill to pay the correct amount. Refer to a bus schedule to find out when the next bus will arrive.</p> <p>COMPREHENDING INFORMATION</p> <p>✓ Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.</p> <ul style="list-style-type: none"> – Identifies purpose. – Identifies numbers, a few key words and short, common expressions. <p>Match a shopping list with pictures in a catalogue or with the actual items. Read a few short, simple sentences about a familiar person and use key words to identify a few concrete facts. Read short sentences about own occupation and identify a few basic, familiar, concrete facts.</p>	<p>✓ A1 Orientation: Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p> <p>✓ A1 Info & argument: Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p> <p>✓ A1 Info & argument: Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) written in simple words and supported by illustrations and pictures.</p>
1	PreA1	<p>✓ Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.</p> <ul style="list-style-type: none"> - Limited to everyday words and phrases - Clear, sparse and very easy to read - Supported by visual clues (e.g., pictures) - Very short - In non-demanding contexts - Finds a few key words and simple details - Has little ability to apply sound-symbol relationships and spelling conventions in English - Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words - Relies heavily on graphics and other visual clues when interpreting meaning 	<p>✓ Pre-A1 Correspondence: Can recognise times and places in very simple notes and text messages from friends or colleagues (e.g. “Back at 4 o’clock” or “In the meeting room”), provided there are no abbreviations.</p> <p>✓ Pre-A1 Overall reading: Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.</p> <p>✓ Pre-A1 Info & argument: Can understand the simplest informational material consisting of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words.</p>

	<ul style="list-style-type: none"> - Relies heavily on a bilingual dictionary due to extremely limited vocabulary <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Understand short greetings and simple goodwill messages. [Texts consist of a few simple phrases and are related to routine social interactions.] <ul style="list-style-type: none"> - Identifies specific goodwill expressions and their meanings. - Locates specific words and phrases. - Locates dates, times, addresses and phone numbers. <p>Read a greeting card or message for a special occasion or offering wishes for someone to get well soon.</p> <p>Read an invitation to find out the date of a party.</p> <p>Read a 1-line thank-you note for a lunch date or dinner party from a friend, co-worker or classmate.</p> <p>COMPREHENDING INSTRUCTIONS</p> <ul style="list-style-type: none"> ✓ Understand very short, simple instructions for common, familiar everyday situations. [Instructions have only 1 step and may be accompanied by illustrations.] <ul style="list-style-type: none"> - Recognizes individual words (simple imperative verbs and common nouns). - Follows instruction by responding with action. <p>Read and follow a 1-line instruction in a simple common phrase for an everyday activity. (Take one pill. Pay server.)</p> <p>Read and follow very simple instructions on a worksheet or form. (Please circle. Please underline. Write here. Please print. Fill the blanks.)</p> <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Get information from very short, simple, common formatted texts (such as simple sections of forms, maps, diagrams, sales receipts, or common universal traffic signs and civic symbols). <ul style="list-style-type: none"> - Identifies numbers (amounts, dates) and familiar words (names, addresses, city names). - Finds total amount and date on receipts. - Identifies an address. 	<ul style="list-style-type: none"> ✓ Pre-A1 Identifying cues: Can deduce the meaning of a word from an accompanying picture or icon. ✓ Pre-A1 Correspondence: Can understand from a letter, card or e-mail the event to which he/she is being invited and the information given about day, time and location. ✓ Pre-A1 Instructions: Can understand very short, simple, instructions used in familiar everyday contexts (e.g. "No parking", "No food or drink"), especially if there are illustrations. ✓ Pre-A1 Orientation: Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc.
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	<p>– Identifies where to write personal data on forms. Identify where to write personal information in the name and address section of a very simple application form for an English class. Identify prices, sub-totals, taxes and total on a sales receipt. Locate familiar words on a simple map to find a street. Identify dates and amounts on a pay stub. Check expiration dates on foods and drugs in order to decide whether to keep them or throw them away. Read a simple common sign to heed a rule or warning. (Stop. No parking. No smoking.)</p> <p>COMPREHENDING INFORMATION</p> <p>✓ Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs. – Identifies numbers, letters, a few key words and short expressions. Refer to a picture dictionary to understand a short shopping list of common daily items. Get the gist of an event by reading captions associated with photographs, such as for a child’s birthday party, a wedding.</p>	<p>✓ Pre-A1 Notes & forms: Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.</p> <p>✓ Pre-A1 Goal-oriented online: Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.</p> <p>✓ Pre-A1 Orientation: Can find information about places, times and prices on posters, flyers and notices.</p> <p>✓ Pre-A1 Relaying: Can relay very basic information (e.g. numbers and prices) from short, simple, illustrated texts.</p> <p>✓ Pre-A1 Processing: Can list names, numbers, prices and very simple information from texts that are of immediate interest, that are written in very simple language and contain illustrations.</p>
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Writing

CLB/NC LC	CEFR	CLB/NCLC	CEFR
12	C2	<p>✓ Write complex formal and informal texts for a full range of purposes, intentions and objectives related to demanding non-routine, technical or specialized situations and tasks.</p> <p>INTERACTING WITH OTHERS</p> <p>✓ Convey, in a quality, tone and style suitable for publication, a range of communication that synthesizes complex propositions to foster goodwill toward a company, initiative, campaign or political or social entity.</p> <p>✓ <i>Écrire avec créativité et efficacité une variété de textes à caractère personnel complexes sur le plan du contenu et soignés sur le plan stylistique, dans un contexte exigeant et formel où les enjeux peuvent être élevés, sur un large éventail de sujets abstraits, complexes, spécialisés et non familier.</i></p> <p>REPRODUCING INFORMATION</p> <p>✓ Coherent synthesis and evaluation of extensive complex information from multiple sources</p> <p>✓ <i>Faire la synthèse, à des fins personnelles ou professionnelles, d'une grande quantité d'information tirée de documents complexes ou de longs exposés oraux provenant de plusieurs sources et portant sur des sujets abstraits, complexes ou spécialisés et non familiers</i></p> <p>GETTING THINGS DONE</p> <p>✓ Write highly specialized, complex formal correspondence and documents (such as external correspondence, formal proposals, procedures, training materials or public reports).</p> <p>✓ <i>Écrire des textes sur les affaires complexes sur le plan du contenu et soignés sur le plan stylistique, sur des sujets abstraits, complexes, spécialisés et non familiers — y compris</i></p>	<p>✓ C2 Written assessment grid: Overall Production Can write clear, highly accurate and <u>smoothly flowing complex text</u> in an appropriate and effective style and a logical structure (complex letters, reports, articles)</p> <p>✓ C2 Written interaction: Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction</p> <p>✓ C2 Correspondence: Can write virtually any type of correspondence necessary in the course of his/her professional life in an appropriate tone and style.</p> <p>✓</p> <p>✓ C2 Explaining data: Can interpret and present in writing various forms of empirical data from conceptually complex research concerning academic or professional topics.</p> <p>✓ C2 Processing text: Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result</p> <p>✓ C2 Self-assessment grid: I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p>

	<p><i>des textes destinés à des intervenants externes — dans des contextes formels où les enjeux peuvent être élevés.</i></p> <p>✓ <i>Écrire des rapports, des demandes de propositions et des propositions formels.</i></p> <p>SHARING INFORMATION</p> <p>✓ Write effective and stylistically polished texts (such as essays, reports, articles or theses) to inform, convince and persuade others.</p> <p>✓ <i>Écrire une variété de textes complexes, originaux et soignés sur le plan stylistique, portant sur des sujets spécialisés, dans un contexte formel où les enjeux peuvent être élevés pour raconter des événements passés, comparer des idées, des phénomènes et des processus complexes, ou exprimer et analyser des opinions (thèses, mémoires, rapports finaux d'études scientifiques).</i></p> <p>✓ Evaluate, revise and edit information texts</p> <p>✓ <i>Réviser la correspondance externe et d'autres documents du milieu de travail ou universitaire.</i></p> <p>✓ <i>Rédiger des textes cohérents, dont la progression des idées est claire, fluide et logique.</i></p> <ul style="list-style-type: none"> ○ <i>Rédiger des textes très bien organisés et très cohérents sur le plan discursif.</i> ○ <i>Utiliser correctement l'ensemble des marqueurs de relation.</i> <p>✓ Writing is clear, effective, and stylistically polished enough for publication or public distribution</p>	<p>✓ C2 Written assessment grid Overall Production: Can produce clear, complex reports, articles and essays which present a case or give critical appreciation of proposals or literary works.</p> <p>✓ C2 Written assessment grid: Overall Production Can produce clear, smoothly flowing, complex reports, articles and essays that present a case or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure that helps the reader to find significant points.</p> <p>✓ C2 Analysis: Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument concerning their appropriateness and effectiveness.</p> <p>✓ C2 Streamlining: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose.</p> <p>✓ C2 Thematic: Can use the conventions of the type of text concerned with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes.</p> <p>✓ C2 Coherence: Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.</p> <p>NO MATCH</p>
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	<ul style="list-style-type: none"> ✓ Concevoir des formulaires et d'autres documents de format prédéterminé pour recueillir et traiter de l'information complexe. ✓ <i>Maîtriser une grande variété de structures, dont les phrases complexes.</i> ✓ Excellent control of variations and subtleties of grammar and structure, tone and style ✓ Rare and minor errors in grammar, word combinations and word choices may occur ✓ Flexibility of tone and style are evident ✓ Adapter son discours et son niveau de langue à tout contexte et à tout destinataire, y compris le grand public. ✓ Effectively proofreads, revises and edits all aspects of texts ✓ <i>Est en mesure de transmettre des messages complexes et d'en adapter la longueur aux exigences de la tâche</i> ✓ <i>Employer un vocabulaire étendu et recherché.</i> ✓ An excellent range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including genre-specific expressions or jargon and cultural references ✓ <i>Employer correctement une grande variété d'expressions idiomatiques et de figures de style.</i> <ul style="list-style-type: none"> ○ <i>Reconnaître une grande variété de références culturelles.</i> 	<p>NO MATCH</p> <ul style="list-style-type: none"> ✓ C2 Gen ling. range: Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say. ✓ C2 Accuracy: Maintains consistent and highly accurate grammatical control of even the most complex language forms. ✓ C2 Accuracy: Errors are rare and concern rarely used forms. ✓ C2 Flexibility: Shows great flexibility in formulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity. ✓ C2 Overall written interaction: Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction. ✓ C1 Sociolinguistic: Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent spoken register. ✓ C2 Streamlining: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose ✓ C2 Vocab range: Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. ✓ C2 Pluricultural: Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.
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11	C1(+)	<ul style="list-style-type: none"> ✓ Write complex formal and informal texts for a wide range of purposes and tasks in demanding non-routine situations. <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey an expanded range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context. ✓ <i>Écrire une variété de textes à caractère personnel complexes et soignés sur le plan stylistique, dans un contexte exigeant et formel où les enjeux peuvent être élevés, sur des sujets abstraits, complexes, spécialisés et non familiers.</i> <p>REPRODUCING INFORMATION</p> <ul style="list-style-type: none"> ✓ Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (such as point-form notes, minutes, outlines, summaries, reports, abstracts or charts). ✓ <i>Faire la synthèse, à des fins personnelles ou professionnelles, de textes complexes ou de longs exposés oraux provenant de plusieurs sources et portant sur des sujets abstraits, théoriques, complexes ou spécialisés et non familiers.</i> 	<ul style="list-style-type: none"> ✓ C1 Overall written production: Can write clear, well-structured texts of complex subjects, <u>underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples</u>, ✓ C1 Correspondence: Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence. ✓ C1 Creative writing: Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. ✓ C2 Processing text: Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result. ✓ C1 Processing text: Can summarise in writing long, complex texts, interpreting the content appropriately, provided he/she can occasionally check the precise meaning of unusual, technical terms. ✓ C1 Processing text: Can summarise in writing a long and complex text (e.g. an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original.

	<p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Write business or service correspondence for a broad range of purposes and for external use (such as sales and marketing letters). <i>/Écrire des textes sur les affaires complexes et soignés sur le plan stylistique, sur des sujets abstraits, complexes, spécialisés et non familiers — y compris des textes destinés à des intervenants externes — dans des contextes formels où les enjeux peuvent être élevés.</i> ✓ Write formal business reports, requests for proposals and formal proposals. ✓ <i>Écrire des rapports, des demandes de propositions et des propositions formels.</i> <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Write effective, stylistically complex texts (such as expository or argument essays, inquiry papers, problem-solution papers or analytic reports) on previously researched topics. / Write formal business reports, requests for proposals and formal proposals. ✓ <i>Écrire des textes complexes, cohérents et soignés sur le plan stylistique, y compris des textes destinés au grand public, dans un contexte formel où les enjeux peuvent être élevés pour raconter des événements passés, comparer des idées, des phénomènes et des processus complexes, ou exprimer et analyser des opinions (rapports d'enquête publique, études environnementales, textes didactiques, articles de périodiques).</i> ✓ <u>Main ideas are clearly conveyed and very well supported with details</u> ✓ Presents information in a customary format, with a coherent organizational structure. ✓ <i>Rédiger des textes cohérents, dont la progression des idées est claire, fluide et logique.</i> 	<ul style="list-style-type: none"> ✓ C2 Correspondence: Can write virtually any type of correspondence necessary in the course of his/her professional life in an appropriate tone and style. ✓ C1 Correspondence: Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence. ✓ C1 Reports & essays: Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. ✓ C2 Production: Can produce clear, smoothly flowing, complex reports, articles and essays which present a case or give critical appreciation of proposals ✓ C1 Overall written production: Can write clear, well-structured texts of complex subjects, <u>underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples</u>, and rounding off with an appropriate conclusion. ✓ C2 Overall written production: Can produce clear, smoothly flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works. ✓ C1 Reports & essays: Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. ✓ C2 Self-assessment: I can write complex letters, reports or articles which present a case with an effective logical structure ✓ C1 Coherence: Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
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		<ul style="list-style-type: none"> ○ Rédiger des textes bien organisés et cohérents sur le plan discursif. ○ Utiliser correctement l'ensemble des marqueurs de relation. <p>✓ <i>Emploie une très grande variété d'expressions concrètes, abstraites et idiomatiques de manière appropriée, exacte et souple, y compris des expressions propres au genre ou du jargon ainsi que des références culturelles.</i></p> <p>✓ <i>Employer un vocabulaire étendu et recherché.</i></p> <p>✓ <i>Maîtriser une grande variété de structures, dont les phrases complexes.</i></p> <p>✓ A few minor errors in grammar, word combinations and word choices still occur</p> <p>✓ Flexibility of tone and style are evident</p> <p>✓ <i>Manie le ton et le style avec une souplesse manifeste.</i></p> <p>✓ <i>Reconnaître une grande variété de références culturelles.</i></p> <p>✓ <i>Adapter son discours et son niveau de langue à une gamme de contextes et de destinataires.</i></p> <p>✓ <i>Faire preuve de tact.</i></p>	<p>✓ C1 Coherence: Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.</p> <p>✓ C1 Vocab range: 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.</p> <p>✓ C1 Vocab range: Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well.</p> <p>✓ C1 Vocab range: Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/her area of specialisation.</p> <p>✓ C1 Gen ling. Range: Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.</p> <p>✓ C1 Accuracy: Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.</p> <p>✓ C1 Accuracy: Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</p> <p>✓ C1 Overall written production: Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.</p> <p>✓ C1 Flexibility: Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order.</p> <p>✓ C1 Pluricultural: Can sensitively explain the background to and interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</p>
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		<ul style="list-style-type: none"> ✓ Effectively proofreads and revises own and others' texts ✓ A very good range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including genre-specific expressions or jargon and cultural references 	<ul style="list-style-type: none"> ✓ C1 Sociolinguistic: Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent spoken register. ✓ C1 Pluricultural: Can identify differences in sociolinguistic/-pragmatic conventions, critically reflect on them and adjust his/her communication accordingly. ✓ C1 Sociolinguistic: Can frame critical remarks or express strong disagreement diplomatically. ✓ C1 Monitoring: Can self-correct with a high degree of effectiveness. ✓ C1: Streamlining: Can reorganise a complex source text in order to focus on the points of most relevance to target audience. ✓ C1: Range (Table 3): 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.
10	C1	<ul style="list-style-type: none"> ✓ Write complex formal and informal texts for a <u>broadening range of purposes</u> and tasks in <u>mostly routine but demanding</u> situations. Clear organization of ideas and development of topic <ul style="list-style-type: none"> ○ Main ideas are clearly conveyed and well supported with details ✓ Flexibility of tone and style <u>may be limited</u> ✓ <i>Adapter son discours et son niveau de langue à une gamme de contextes et de destinataires.</i> 	<ul style="list-style-type: none"> ✓ B2+ Reports & essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. ✓ C1 Thematic: Can expand and support the main points at some length with subsidiary points, reasons and relevant examples. ✓ C1 Written assessment grid (Flexibility): The flexibility in style and tone is somewhat limited. ✓ B2+ Flexibility: Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

	<ul style="list-style-type: none"> ✓ Very good range of concrete, abstract and idiomatic language suited to context and purpose, which may include genre-specific expressions or jargon and cultural reference ✓ Write effective, stylistically complex, and lengthy texts (such as expository or argument essays, symbolic stories, inquiry papers, problem-solution papers, or analytic reports) on previously researched topics. ✓ Establishes argumentative and logical connections among textual ideas; develops logical line of argumentation in support of conclusion. ✓ <i>Rédiger des textes cohérents, dont la progression des idées est claire, fluide et logique.</i> <ul style="list-style-type: none"> ○ <i>Rédiger des textes bien organisés et cohérents sur le plan discursif.</i> ○ <i>Utiliser correctement l'ensemble des marqueurs de relation</i> <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey an expanding range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context. 	<ul style="list-style-type: none"> ✓ B2+ Sociolinguistic: Can express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. ✓ B2+ Correspondence: Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones himself/herself as appropriate to the situation. ✓ C1 Gen ling range: Can understand and use appropriately the <u>range of technical vocabulary and idiomatic expressions</u> common to his/her area of specialisation. ✓ C1: Reports & essays: Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision. ✓ B2+ Creative writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. ✓ B2+ Thematic: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.* ✓ B2+ Thematic: Can present and respond to complex lines of argument convincingly. ✓ C1 Coherence: Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns. ✓ B2+ Coherence: Can use a variety of linking words efficiently to mark clearly the relationships between ideas. ✓ B2+ Correspondence: Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions.
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		<p>REPRODUCING INFORMATION</p> <ul style="list-style-type: none"> ✓ Reduce complex, extensive information and ideas from multiple sources as an accurate outline, summary or abstract, <u>suitable for other people's use</u>. ✓ <i>Résumer, à des fins personnelles ou professionnelles, le contenu d'un texte complexe, dense et détaillé ou d'un exposé oral (jusqu'à une heure) portant sur un sujet abstrait, théorique ou technique et peu familier.</i> <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Write business or service correspondence for a broad range of purposes (such as giving instructions, or expressing and responding to complaints, claims or adjustments). [Writing may require diplomacy.] ✓ Complete complex forms and documents with pre-set formats. <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Write effective, stylistically complex, and lengthy texts (such as expository or argument essays, symbolic stories, inquiry papers, problem-solution papers, or analytic reports) on previously researched topics. ✓ <i>Écrire des textes sur les affaires complexes et soignés sur le plan stylistique, sur des sujets variés et dans des contextes formels où les enjeux peuvent être élevés.</i> 	<ul style="list-style-type: none"> ✓ B2+ Correspondence: Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. ✓ C1 Processing text: Can summarise in writing <u>a long and complex text</u> (e.g. an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original. ✓ C1 Notetaking: <i>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so closely to the original that the notes could also be used by other people.</i> ✓ B2+ Processing text: Can summarise in writing the main content of <u>well-structured but propositionally complex spoken and written texts</u> on subjects within his/her fields of professional, academic and personal interest. ✓ B2+ Processing text: Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in his/her fields of special interest. ✓ C1 Correspondence: Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence. <p>NO MATCH – lower levels</p> <ul style="list-style-type: none"> ✓ C1 Reports & essays: Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. ✓ C1 Reports & essays: Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
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	<ul style="list-style-type: none"> ✓ <i>Écrire des rapports et des propositions semi-formels.</i> ✓ Proofreads and revises own and others' texts with occasional input from others ✓ <i>Maîtriser une grande variété de structures, dont des phrases complexes.</i> ✓ <i>Maîtrise bien une variété de structures complexes.</i> ✓ <i>Employer correctement une variété d'expressions idiomatiques et de figures de style.</i> <ul style="list-style-type: none"> ○ <i>Reconnaître plusieurs références culturelles.</i> ○ <i>Faire preuve de tact.</i> ✓ <i>Employer un vocabulaire étendu.</i> ✓ <i>Emploie une très grande variété d'expressions concrètes, abstraites et idiomatiques convenant au contexte et à l'objet de la communication, et pouvant inclure des expressions propres au genre ou du jargon ainsi que des références culturelles.</i> ✓ Occasional errors in grammar, word combinations and word choices still occur 	<ul style="list-style-type: none"> ✓ B2+ Monitoring: Can often retrospectively self-correct his/her occasional "slips" or non-systematic errors and minor flaws in sentence structure. ✓ B2+ Streamlining: Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience. ✓ C1 Gen ling.range: Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. ✓ C1 Vocab range: Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well. ✓ C1 Sociolinguistic: Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent spoken register. ✓ C1 Pluricultural: Can sensitively explain the background to and interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc. ✓ C1 Formal discussions: Can make critical remarks or express disagreement diplomatically. ✓ C1 Vocab range: Has a <u>good command of a broad lexical repertoire</u> allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. ✓ B2+ Vocab range: Has a <u>good range of vocabulary</u> for matters connected to his/her field and most general topics.
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			<ul style="list-style-type: none"> ✓ C1 Written assessment grid (Accuracy): Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms. ✓ B2+ Accuracy: Good grammatical control; occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. ✓ C1 Vocab control: Occasional minor slips, but no significant vocabulary errors.
9	B2+	<ul style="list-style-type: none"> ✓ Write formal and informal texts of some complexity for an adequate range of purposes and tasks in routine but demanding situations. ✓ Presents text as a coherent whole, with all the parts required by the genre. ✓ Flexibility of tone and style may be limited ✓ A good range of concrete, abstract and idiomatic language suited to context and purpose, which may include some genre-specific expressions or jargon and cultural references. <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey a range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context. ✓ Uses <u>language, format and content appropriate</u> to occasion, intent and social context. ✓ <i>Écrire une variété de textes à caractère personnel complexes, dans un contexte exigeant où les enjeux peuvent être élevés, sur des sujets abstraits, théoriques ou techniques et peu familiers.</i> 	<ul style="list-style-type: none"> ✓ B2 + Overall written production: Can write clear, detailed descriptions marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. ✓ B2+ Flexibility: Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. ✓ B2+ Correspondence: Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones himself/herself as appropriate to the situation. ✓ B2+ Correspondence: Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions ✓ B2 Overall written production: Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. ✓ B1+ Overall written interaction: Can convey information and ideas on <u>abstract</u> as well as concrete topics, check information and ask about or explain problems with reasonable precision

	<p>✓ <i>Écrire des textes sur les affaires complexes, sur des sujets variés et dans des contextes formels où les enjeux peuvent être élevés (réponses à des demandes d'information, demandes de produit ou de service).</i></p> <p>REPRODUCING INFORMATION</p> <p>✓ Reduce complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences.</p> <p>✓ <i>Résumer, à des fins personnelles ou professionnelles, le contenu d'un texte complexe (jusqu'à cinq pages) ou d'un exposé oral (jusqu'à 30 minutes) portant sur un sujet abstrait, théorique ou technique et peu familier.</i></p> <p>GETTING THINGS DONE</p> <p>✓ Write business or service correspondence for a broad range of purposes (such as making and responding to requests for information, services or products). [Writing may require diplomacy.]</p> <p>✓ Write short reports and memos to convey suggestions, recommendations, requests and updates. [Reports and memos may have pre-set formats.]</p> <p>✓ Complete extensive complex forms and documents with pre-set formats.</p> <p>SHARING INFORMATION</p> <p>✓ Write coherent texts (such as essays, reports or narratives) to relate events from the past to describe and compare complex ideas, phenomena or processes, or to express and analyze opinions</p>	<p>✓ B2+ Sociolinguistic: Can express himself/herself confidently, clearly and politely in a formal or informal register, <u>appropriate to the situation and person(s) concerned</u>.</p> <p>✓ B2+ Processing text: Can summarise in writing the main content of well-structured but propositionally complex spoken and written texts (on subjects within his/her fields of professional, academic and personal interest).</p> <p>✓ B2+ Processing text: Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in his/her fields of special interest.</p> <p>✓ B2+ Correspondence: Can write formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.</p> <p>✓ B2+ Correspondence: Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.</p> <p>✓ B2+ Reports & essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can write a detailed description of a complex process.</p> <p>NO MATCH</p> <p>✓ B2+ Creative writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</p>
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		<ul style="list-style-type: none"> ✓ Proofreads and revises own work with occasional input from others ✓ <i>Rédiger des textes cohérents, dont la progression des idées est claire, fluide et logique.</i> ✓ <i>Utiliser correctement l'ensemble des marqueurs de relation.</i> ✓ <i>Employer une variété d'expressions idiomatiques et de figures de style.</i> ✓ <i>Reconnaître plusieurs références culturelles.</i> ✓ <i>Adapter son discours et son niveau de langue à une gamme de contextes et de destinataires.</i> ✓ <i>Faire preuve de tact.</i> ✓ <i>Employer un vocabulaire étendu.</i> ✓ <i>Bien maîtriser différentes structures, dont les phrases complexes.</i> ✓ <i>Commet parfois quelques erreurs de grammaire, de syntaxe ou de vocabulaire (cooccurrences, expressions idiomatiques, tournures) qui ne nuisent pas à la communication.</i> 	<ul style="list-style-type: none"> ✓ B2+ Reports & essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can write a detailed description of a complex process. ✓ B2+ Monitoring: Can often retrospectively self-correct his/her occasional "slips" or non-systematic errors and minor flaws in sentence structure. ✓ B2+ Thematic: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. ✓ B2+ Thematic: Can present and respond to complex lines of argument convincingly. ✓ B2+ Coherence: Can use a variety of linking words efficiently to mark clearly the relationships between ideas. ✓ C1 Vocab range: Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well. ✓ C1 Sociolinguistic: Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent spoken register. ✓ C1 Formal discussions: Can make critical remarks or express disagreement diplomatically. ✓ C1 Pluricultural: Can sensitively explain the background to and interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc. ✓ B2 Vocab range: Has a good range of vocabulary for matters connected to his/her field and most general topics. ✓ B2 Accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes that lead to misunderstanding.
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			<ul style="list-style-type: none"> ✓ B2 Accuracy: Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. ✓ B2 Vocab control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
8	B2/ (B2+)	<ul style="list-style-type: none"> ✓ Write clear, moderately complex texts on familiar concrete and some <u>abstract</u> topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience / <i>Écrire des textes modérément complexes de quelques paragraphes bien structurés et bien enchaînés sur des sujets familiers, concrets et abstraits, pour décrire ou comparer de façon détaillée des personnes, des objets, des activités, des phénomènes, des systèmes ou des procédures.</i> <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance). [Message is about 3 paragraphs, for a familiar audience, often requiring diplomacy, tact and some precision.] ✓ <i>Écrire une variété de textes à caractère personnel modérément complexes, informels et formels, sur des sujets concrets et abstraits, à des fins sociales élargies (condoléances, résolution de conflits, textes d'opinion).</i> ✓ <i>Écrire des textes sur les affaires modérément complexes, détaillés et bien structurés, informels ou formels, sur des sujets concrets et abstraits, à des fins variées (demander ou donner de l'information, faire des demandes ou des recommandations, formuler des avertissements et y répondre, signaler un problème, demander un changement).</i> 	<ul style="list-style-type: none"> ✓ B1+ Overall written interaction: Can convey information and ideas on <u>abstract</u> as well as concrete topics, check information and ask about or explain problems with reasonable precision ✓ B2 Overall written production: Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. ✓ B2 Creative writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. ✓ B2 Correspondence: Can use formality and conventions appropriate to the context when writing personal and professional letters and e-mails. ✓ B2 Correspondence: Can write formal e-mails/letters of invitation, thanks or apology using appropriate registers and conventions. ✓ B2 Correspondence: Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact. ✓ B2+ Correspondence: Can write formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.

		<p>REPRODUCING INFORMATION</p> <ul style="list-style-type: none"> ✓ Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions. [Oral discourse is up to about 20 minutes.] ✓ Reduce a text of up to about 2 pages to an outline or summary. [Topic is of personal relevance and may be related to a specialized field.] ✓ Reduces information to main points with accurate supporting details and no major omissions. <ul style="list-style-type: none"> • Conveys essential information. • Conveys a sense of audience in language format and content. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information). ✓ Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats. <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Write a paragraph to explain information in a table, graph, flow chart or diagram. ✓ <i>Emploie une gamme étendue de tournures idiomatiques, de références culturelles et de figures de style appropriées au contexte.</i> ✓ Content and language, including register and variety, are appropriate for the audience 	<ul style="list-style-type: none"> ✓ B2 Processing text: Can summarise in writing the main content of complex spoken and written texts on subjects related to his/her fields of interest and specialisation. ✓ B2 Streamlining: Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. ✓ B2+ Streamlining: Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience. ✓ B2 Propositional precision: Can pass on detailed information reliably. ✓ B2 Correspondence: Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact. ✓ B2 Correspondence: Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by e-mail to other people. ✓ B2: Explaining data: Can interpret and present reliably in writing detailed information from diagrams and visually organised data in his/her fields of interest. ✓ C1 Vocab range: Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well. ✓ B1 Sociolinguistic: 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/her own community. ✓ B2+ Sociolinguistic: Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
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	<ul style="list-style-type: none"> ✓ <i>Adapter son discours et son niveau de langue au contexte et au destinataire.</i> ✓ <i>Faire preuve d'un certain tact.</i> 	<ul style="list-style-type: none"> ✓ C1 Formal meetings: Can make critical remarks or express disagreement diplomatically. ✓ B2 Sociolinguistic: Can express himself/herself appropriately in situations and avoid crass errors of formulation. ✓ B2: Overall written interaction: Can use formality and conventions appropriate to the context when writing personal and professional letters and emails. ✓ B2: Sociolinguistic: Can express himself/herself appropriately in situations and avoid crass errors of formulation. ✓ B2: Orthographic control: Can produce clearly intelligible, continuous writing that follows standard layout and paragraphing conventions. ✓ B2 Thematic: Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. ✓ B2 Coherence: Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. ✓ B2 Coherence: Can structure longer texts in clear, logical paragraphs. ✓ B2+ Correspondence: Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. ✓ C1 Reports & essays: Can write a suitable introduction and conclusion to a long, complex text. ✓ B2+ Reports & essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. ✓ B2 Reports & essays: Can write an essay or report that develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
	<ul style="list-style-type: none"> ✓ Paragraphs are developed and joined appropriately to form a coherent text ✓ Good paragraph structure, with clearly expressed main ideas and good supporting details 	
	<ul style="list-style-type: none"> ✓ <i>Bien structurer ses textes (introduction, développement, conclusion) et les organiser selon une progression des idées logique et fluide.</i> 	

		<ul style="list-style-type: none"> ✓ Uses complex structures with only occasional difficulties ✓ <i>Utiliser correctement une variété de structures grammaticales simples et complexes, la coordination et la subordination, mais parfois une syntaxe maladroite.</i> ✓ <i>Emploie parfois des mots pouvant sembler maladroits.</i> <ul style="list-style-type: none"> ✓ <i>Employer des expressions et des verbes appropriés pour exprimer un sentiment, une opinion, l'obligation, la certitude ou la capacité (falloir, devoir, être sûr, être incapable de, pouvoir) ainsi que les modes et les temps verbaux appropriés pour faire référence à la possibilité ou à la probabilité, et pour évoquer des situations hypothétiques.</i> ✓ <i>Employer des marqueurs de relation ainsi que des adverbes de lieu et de temps (cependant, mais, ensuite, tout d'abord).</i> 	<ul style="list-style-type: none"> ✓ B2 Accuracy: Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. ✓ B2 Sociolinguistic: Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately. <p>NO MATCH IN CEFR – BUT CORRESPONDS TO B2 IN L'INVENTAIRE LINGUISTIQUE</p> <p>NO MATCH IN CEFR – BUT CORRESPONDS TO B2 IN L'INVENTAIRE LINGUISTIQUE</p>
7	B1+/B2	<ul style="list-style-type: none"> ✓ Write clear, moderately complex texts on familiar concrete topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience ✓ <i>Écrire une variété de textes à caractère personnel modérément complexes, informels ou formels, sur des sujets concrets et parfois abstraits à des fins sociales (messages d'appréciation, messages exprimant la satisfaction, le mécontentement ou la déception, tribune libre).</i> ✓ <i>Écrire des textes sur les affaires modérément complexes de quelques paragraphes bien structurés, informels ou formels, pour répondre à une variété de besoins courants et moins courants.</i> <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey personal messages in formal and informal correspondence for an expanding range of social purposes for a familiar audience, and may require some degree of diplomacy or tact. 	<ul style="list-style-type: none"> ✓ B2 Self-assessment grid: I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. ✓ B2 Written assessment grid (Overall Production): Can write clear, detailed official and semi-official texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. <ul style="list-style-type: none"> ✓ B2 Overall written interaction: Can express news and views effectively in writing, and relate to those of others. ✓ B2 Correspondence: Can use formality and conventions appropriate to the context when writing personal and professional letters and emails

		<p>REPRODUCING INFORMATION</p> <ul style="list-style-type: none"> ✓ Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes. ✓ Reduce a text of up to about 2 pages to an outline or summary. ✓ <i>Résumer l'essentiel d'un exposé oral de 10 à 15 minutes fait de vive voix, ou provenant d'une source audio ou vidéo et comportant jusqu'à 10 éléments.</i> <ul style="list-style-type: none"> ✓ <i>Adapter son discours et son niveau de langue au contexte et au destinataire.</i> ✓ <i>Utilise un contenu et un langage, y compris le niveau de langue, qui conviennent généralement au lecteur.</i> ✓ <i>Employer quelques expressions idiomatiques et figures de style.</i> ✓ <i>Reconnaître quelques références culturelles.</i> ✓ <i>Faire preuve d'un certain tact.</i> <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings). <ul style="list-style-type: none"> ✓ Complete extended forms requiring detailed personal information. 	<ul style="list-style-type: none"> ✓ B2 Sociolinguistic: Can express himself/herself appropriately in situations and avoid crass errors of formulation. ✓ B1+ Notes, messages and forms: Can take routine messages that are likely to occur in a personal, professional or academic context. ✓ B1+ Note-taking: Can take notes during a lecture that are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured. ✓ B1+ Processing text: Can summarise a short narrative or article, talk, discussion, interview or documentary and answer further questions about details. ✓ B1+ Processing text: Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest. ✓ B2+ Flexibility: Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. ✓ B2 Sociolinguistic: Can express himself/herself appropriately in situations and avoid crass errors of formulation. ✓ B1 Sociolinguistic Is aware of the salient politeness conventions and acts appropriately. ✓ B1 Sociolinguistic: 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/her own community. ✓ B1+ Correspondence: Can reply to an advertisement in writing and ask for further information on items that interest him/her. ✓ B1+ Correspondence: Can write basic formal e-mails/letters (e.g. to make a complaint and request action). <p>NO MATCH. B1 Goal-oriented online: Can engage in online collaborative or transactional exchanges that require simple</p>
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		<p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure. ✓ <i>Écrire des textes modérément complexes de quelques paragraphes bien structurés et bien enchaînés, pour décrire ou comparer de façon détaillée des personnes, des objets, des activités, des systèmes ou des procédés familiers.</i> ✓ <i>Écrire des textes modérément complexes de quelques paragraphes bien structurés et bien enchaînés pour raconter une série d'évènements ou une histoire.</i> <ul style="list-style-type: none"> ✓ Good paragraph structure, with clearly expressed main ideas and adequate supporting details ✓ Paragraphs are developed and joined appropriately to form a coherent text ✓ <i>Employer des marqueurs de relation ainsi que des adverbes de lieu et de temps (cependant, mais, ensuite, tout d'abord).</i> ✓ <i>Bien structurer ses textes (introduction, développement, conclusion) et les organiser selon la progression des idées.</i> <ul style="list-style-type: none"> ✓ <i>Employer un vocabulaire précis et varié.</i> 	<p>clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.</p> <ul style="list-style-type: none"> ✓ B1 Describing experience: <ul style="list-style-type: none"> - Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can relate details of unpredictable occurrences, e.g. an accident. - Can describe events, real or imagined. ✓ B1+ Reports & essays: Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. ✓ B1+ Giving info: Can describe how to do something, giving detailed instructions. ✓ B2 Giving info: Can give a clear, detailed description of how to carry out a procedure. <ul style="list-style-type: none"> ✓ B2 Thematic Development: Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. ✓ B2 Orthographic control: Can produce clearly intelligible, continuous writing that follows standard layout and paragraphing conventions. ✓ B1+ Thematic Development Can clearly signal chronological sequence in narrative text ✓ B1+ Coherence: Can introduce a counter-argument in a simple discursive text (e.g. with "however"). ✓ B2 Vocab control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
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		<p>✓ Wording may still be typical of first language and seem somewhat unnatural</p> <p>✓ <i>Respecter les conventions linguistiques, mais faire des erreurs qui peuvent <u>parfois nuire à la communication</u>.</i></p> <p>Employer des expressions et des verbes appropriés pour exprimer un sentiment, une opinion, l'obligation, la certitude ou la capacité (falloir, devoir, être sûr, être incapable de, pouvoir) ainsi que les modes et les temps verbaux appropriés pour faire référence à la possibilité ou à la probabilité.</p>	<p>✓ B2 Written assessment grid- Range: Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypical.</p> <p>B1+ Grammatical accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is <u>clear what he/she is trying to express</u>.</p> <p>NO MATCH IN CEFR</p>
6	High B1	<p>✓ Write short, moderately complex descriptions, narrations and communications about familiar, concrete topics relevant to personal interests and experience.</p> <p>INTERACTING WITH OTHERS</p> <p>✓ Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social</p>	<p>✓ B1 Global: Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p> <p>✓ B1 Overall Written production: Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>✓ B1 Describing experience:</p> <ul style="list-style-type: none"> - Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can relate details of unpredictable occurrences, e.g. an accident. - Can describe events, real or imagined.

		<p>purposes (such as expressing congratulations, thanks, apologies, or offering assistance).</p> <p>REPRODUCING INFORMATION</p> <ul style="list-style-type: none"> ✓ Reduce short, factual oral discourse (such as live or recorded phone messages, pre-recorded public information lines, podcasts and short presentations) to notes or messages. ✓ <i>Résume un texte d'une page ou un court discours oral en quelques points importants en respectant la structure du discours d'origine</i> ✓ <i>Résumer une page d'information factuelle sur un sujet familier.</i> ✓ <i>Résumer en style télégraphique ou sous la forme d'un plan le contenu d'une page d'information factuelle sur un sujet familier :</i> ✓ <i>Rapporter les idées principales et les idées secondaires en respectant la structure du texte d'origine</i> ✓ <i>Prendre en note les idées principales et quelques idées secondaires d'un exposé oral de 5 à 10 minutes (conversation téléphonique ou de vive voix, message vocal, message téléphonique public préenregistré, balado ou élément de toute autre source audio ou vidéo) comportant jusqu'à huit éléments.</i> <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Write short business or service correspondence for routine purposes. ✓ <i>Écrire un texte modérément complexe d'un ou deux paragraphes bien structurés sur les affaires et services</i> ✓ Complete forms requiring detailed personal information. 	<ul style="list-style-type: none"> ✓ B1+ Correspondence: Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music or film. ✓ B1 Correspondence: Can write personal letters describing experiences, feelings and events in some detail. ✓ B1 Processing text: Can summarise in writing the main points made in straightforward, informational spoken and written texts on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. ✓ A2+ Processing text: Can list as a series of bullet points the relevant information contained in short simple texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language. ✓ B1 Processing text: Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. ✓ B1 Note-taking: Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. ✓ B1+ Correspondence: Can write basic formal emails/letters, for example to make a complaint and request action. <p>NO MATCH – only up to A2</p>
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		<ul style="list-style-type: none"> ✓ <i>Structure bien son texte en paragraphes; présente clairement les idées principales et quelques détails.</i> ✓ Expresses main ideas and supports with some details ✓ Developing control of complex structures, appropriate use of connective words and phrases ✓ Good control of simple structures, developing control of complex structures, some awkward sounding phrases. ✓ <i>Emploie un vocabulaire varié dans les textes simples sur la vie quotidienne.</i> ✓ Some awkward-sounding phrases and word combinations ✓ <i>Utiliser correctement une variété de structures grammaticales simples, mais mal maîtriser les structures complexes et employer parfois des phrases et des tournures maladroites.</i> ✓ <i>Utiliser une orthographe, une syntaxe et une ponctuation simples en faisant des erreurs qui peuvent nuire à la communication.</i> <p><i>Employer des expressions et des verbes appropriés pour exprimer un sentiment, une opinion, l'obligation, la certitude ou la capacité (falloir, devoir, être sûr, être incapable de, pouvoir) ainsi que les modes et les temps verbaux appropriés pour faire référence à la possibilité ou à la probabilité.</i></p>	<ul style="list-style-type: none"> ✓ B1+ Creative writing: Can clearly signal chronological sequence in narrative text. ✓ B1 Coherence: Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. ✓ B1 Coherence: Can make simple, logical paragraph breaks in a longer text. ✓ NO MATCH except: B1 Correspondence: Can write a basic letter of application with limited supporting details. ✓ B1 Grammatical accuracy: Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. ✓ B1 Vocabulary range: Has a good range of vocabulary related to familiar topics and everyday situations. ✓ B1 Vocabulary control: Uses a wide range of simple vocabulary appropriately when talking about familiar topics. ✓ B1 Written assessment grid: Overall Production... occasional unclear expressions and/or inconsistencies may cause a break-up in reading. ✓ B2 Grammatical accuracy: Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. ✓ B1 Orthographic control: Can produce continuous writing that is generally intelligible throughout. ✓ B1 Orthographic control: Spelling, punctuation and layout are accurate enough to be followed most of the time. <p>NO MATCH IN CEFR</p>
5	Very low B1	<ul style="list-style-type: none"> ✓ Write short, simple to moderately complex descriptions, narrations, and communications about familiar, concrete topics related to daily life and experience. 	<ul style="list-style-type: none"> ✓ B1 Overall written production: Can write straightforward connected texts on a range of familiar subjects within his/her

		<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations and feelings, or providing quick updates). ✓ <i>Écrire de courts messages personnels, informels ou formels, sur des sujets concrets liés à la collectivité, aux études ou au travail (p. ex., vœux de tous genres, journal personnel, mises à jour sur des sites de réseaux sociaux)</i> <p>REPRODUCING INFORMATION</p> <ul style="list-style-type: none"> ✓ Reduce short, factual oral discourse (live or recorded messages 5-7 details) ✓ <i>Prendre en note les renseignements principaux d'un court discours oral comportant jusqu'à 5 renseignements provenant d'une courte conversation au téléphone ou de vive voix, d'une messagerie vocale ou de toute autre source audio ou vidéo.</i> 	<p>field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <ul style="list-style-type: none"> ✓ A2+ Overall written production: Can write about everyday aspects of his/her environment (e.g. people, places, a job or study experience) in linked sentences. ✓ B1 Written assessment grid: Overall Production Can write straightforward connected texts on a range of familiar subjects within his field of interest. ✓ B1 Self-assessment grid: Can write simple connected text on topics which are familiar or of personal interest. <ul style="list-style-type: none"> ✓ B1 correspondence: Can write personal letters describing experiences, feelings and events <i>in some detail</i>. ✓ A2+ Online conversation: Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. ✓ B1 Overall written interaction: Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. <ul style="list-style-type: none"> ✓ B1 Notes, messages and forms: Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically. ✓ B1 Telecommunications: <i>Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).</i> ✓ B1 Relaying info: Can relay in writing specific information given in a straightforward recorded message provided the topics concerned are familiar and the delivery is slow and clear.
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	<p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Write short business or service correspondence for routine personal needs. ✓ Complete forms requiring detailed personal information. ✓ <i>Remplir des formulaires modérément complexes.</i> <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Write <u>a paragraph</u> to relate familiar sequence of events, description of a person, object or routine ✓ <i>Écrire des textes simples à modérément complexes et bien structurés d'un paragraphe pour décrire des personnes, des objets, des activités ou des procédés familiers.</i> ✓ <i>Écrire des textes simples à modérément complexes et bien structurés d'un paragraphe pour raconter une série d'évènements.</i> ✓ Conveys intended meaning in formal and informal ✓ <i>Reconnaître quelques références culturelles.</i> ✓ Adequate range of vocab for most simple everyday texts ✓ <i>Employer un vocabulaire courant.</i> ✓ <i>Emploie un vocabulaire satisfaisant dans la plupart des textes simples sur la vie quotidienne.</i> 	<ul style="list-style-type: none"> ✓ B1 Notes, messages and forms: Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. ✓ B1 Correspondence: Can write basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation). ✓ A2 Notes, messages and forms: Can fill in personal and other details on most everyday forms (e.g. to request a visa or visa waiver, to open a bank account, or to send a letter by recorded delivery). ✓ A2+ Overall written interaction: Can write about everyday aspects of his/her environment (e.g. people, places, a job or study experience) in linked sentences. ✓ B1 Notes, messages: Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. ✓ B1 Written assessment grid Descrip: Can write a description of an event, can narrate a story ✓ A2+ Overall written production: Can write very short, basic descriptions of events, past activities and personal experiences. <p>NO MATCH (Though in French with vous/tu this is at A1/A2) NO MATCH</p> <ul style="list-style-type: none"> ✓ B1 Vocab range: Has a sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.
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		<ul style="list-style-type: none"> ✓ Adequate control of spelling, punctuation and format ✓ Adequate use of connective words and phrases ✓ <i>Bien structurer ses textes.</i> <ul style="list-style-type: none"> ○ <i>Employer des marqueurs de relation ainsi que des adverbess de lieu et de temps</i> ✓ <i>Exprimer clairement l'idée principale et l'appuyer à l'aide de renseignements complémentaires.</i> ✓ Good control of simple structures, difficulty with complex, some awkward sounding phrases. ✓ <i>Utiliser une orthographe, une syntaxe et une ponctuation simples en faisant souvent des erreurs qui peuvent nuire à la communication</i> ✓ <i>Employer des structures simples pour faire référence au futur et au passé, y compris plusieurs verbes courants au passé composé, au passé récent, à l'imparfait, au futur proche et au futur simple.</i> 	<ul style="list-style-type: none"> ✓ B1 Orthographic control: Spelling, punctuation and layout are accurate enough to be followed most of the time ✓ B1 Coherence: Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. ✓ A2+ Coherence: Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. ✓ B1 Propositional precision: Can convey simple, straightforward information of immediate relevance, getting across the point he/she feels is most important. ✓ B1 Propositional precision: Can express the main point he/she wants to make comprehensibly. ✓ B1 Grammatical accuracy: Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. ✓ B1 Vocab control: Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. <p>NO MATCH IN CEFR but Yes</p>
4	A2/A2+	<ul style="list-style-type: none"> ✓ Write short, simple to moderately complex descriptions, narrations and communications about familiar, concrete topics related to daily life and experience. ✓ Can write a short paragraph to describe situation, event, experience ✓ <i>Écrire des textes de structure simple sur la vie quotidienne.</i> ✓ <i>Écrire des textes simples d'un paragraphe pour décrire des personnes, des objets, des endroits, des situations familières</i> 	<ul style="list-style-type: none"> ✓ A2+ Overall written production: Can write about everyday aspects of his/her environment (e.g. people, places, a job or study experience) in linked sentences. ✓ A2+ Overall written production: Can write very short, basic descriptions of events, past activities and personal experiences. ✓ A2 Reports & essays: Can give his/her impressions and opinions in writing about topics of personal interest (e.g.

	<p><i>ou des gestes routiniers, ou encore pour raconter un évènement.</i></p> <p>✓ <i>Utiliser correctement les formules de politesse et de salutation de base.</i></p> <p><i>Commencer à adapter son langage à un contexte de communication formel.</i></p> <p>✓ Conveys personal information in mostly single-clause sentences</p> <p>✓ May use some coordinated clauses with basic tenses</p> <p>✓ Uses basic paragraph structure</p> <p>✓ <i>Écrire un court paragraphe dont les phrases sont enchaînées.</i></p> <p>✓ <i>Écrit un court paragraphe dont les phrases présentent des liens entre elles.</i></p> <p>INTERACTING WITH OTHERS</p> <p>✓ Convey short personal informal messages ie an email to a friend with a short update on what happened last week</p> <p>✓ Convey short, personal, informal social messages on topics related to familiar everyday situations</p> <p>✓ <i>Écrire de courts messages personnels sur des sujets familiers en lien avec la vie quotidienne (vœux en tous genres, annulations, excuses, clavardage avec une personne connue).</i></p> <p>REPRODUCING INFORMATION</p> <p>✓ Copy or record an expanded range of information from short texts for personal use. [Texts to copy are up to about 2 paragraphs and have a clear layout; can include passages,</p>	<p>lifestyles and culture, stories), using basic everyday vocabulary and expressions.</p> <p>✓ A2+ Creative writing: Can write very short, basic descriptions of events, past activities and personal experiences.</p> <p>✓ A2+ Creative writing: Can tell a simple story (e.g. about events on a holiday or about life in the distant future).</p> <p>✓ A2 Sociolinguistic: Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.</p> <p>NO MATCH</p> <p>✓ A2+ Coherence: Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</p> <p>✓ A2 Coherence: Can link groups of words with simple connectors “and” “but” and “because”</p> <p>✓ B1 Orthographic: Can make simple, logical paragraph breaks in a longer text.</p> <p>✓ A2+ Correspondence: Can exchange information by text message, email or short letters, responding to questions the other person had</p> <p>✓ A2+ Overall written production: Can write very short, basic descriptions of events, past activities and personal experiences.</p> <p>✓ A2+ Online conversation: Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.</p> <p>✓ A2+ Processing text: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p>
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	<p>directories, schedules, instructions, directions, dictionaries and manuals; and may come from more than one source.]</p> <p>✓ <i>Résumer en une liste de 3 à 6 points des renseignements tirés de courts textes concrets de quelques paragraphes sur un sujet familier</i></p> <p>GETTING THINGS DONE</p> <p>✓ Complete simple forms that require basic personal or familiar information and some responses to simple questions.</p> <p>✓ Write simple business or service messages.</p> <p>SHARING INFORMATION</p> <p>✓ Write a short paragraph to describe a familiar situation, event, personal experience or future plan.</p> <p>✓ <i>Employer un vocabulaire adéquat pour évoquer des sujets de la vie quotidienne.</i></p> <p>✓ Adequate control of simple structures</p> <p>✓ <i>Connaître les conventions orthographiques et grammaticales de base, mais faire des erreurs qui peuvent nuire à la compréhension du message.</i></p> <p><i>Emploie des structures simples pour faire référence au futur et au passé, y compris certains verbes courants employés au passé composé, au passé récent et à l'imparfait.</i></p>	<p>✓ A2+ Processing text: Can list as a series of bullet points the relevant information contained in short simple texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.</p> <p>✓ A2 Notes, messages and forms: Can fill in personal and other details on most everyday forms (e.g. to request a visa or visa waiver, to open a bank account, or to send a letter by recorded delivery).</p> <p>✓ A2 Notes, messages and forms: Can write short, simple notes and messages relating to matters in areas of immediate need.</p> <p>✓ A2 Describing experience: Can describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>✓ A2+ Creative writing Can write very short, basic descriptions of events, past activities and personal experiences.</p> <p>✓ A2+ Vocab range: Has sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics.</p> <p>✓ A2 Grammatical accuracy: Uses simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses</p> <p>✓ A2 Orthographic: Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral Vocabulary</p> <p>NO MATCH IN CEFR but Yes</p>
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3	Low A2	<ul style="list-style-type: none"> ✓ Write simple sentences about familiar information related to personal experience and everyday situations. ✓ <i>Écrire des renseignements personnels et des phrases simples sur la vie quotidienne.</i> ✓ <i>Utiliser correctement les formules de politesse et de salutation de base.</i> ✓ <i>Commencer à adapter son langage au contexte de communication.</i> <p>INTERACTING WITH OTHERS</p> ✓ Convey short, personal and informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies). <p>REPRODUCING INFORMATION</p> ✓ Copy or record a range of information from short texts for personal use. ✓ <i>Copier ou noter divers types de renseignements tirés de listes ou de courts textes familiers (factures, invitations, horaires, modes d'emploi).</i> <p>GETTING THINGS DONE</p> ✓ Complete short, simple forms that require basic personal or familiar information and some responses to simple questions. 	<ul style="list-style-type: none"> ✓ A2 Creative writing: Can write a series of simple phrases and sentences about their family, living conditions, educational background etc. ✓ A2 Correspondence: Can convey personal information of a routine nature, for example in a short e-mail or letter introducing himself/herself. ✓ A2 Sociolinguistic: Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc. ✓ A2 Correspondence: Can convey personal information of a routine nature, for example in a short e-mail or letter introducing himself/herself. ✓ A2 Correspondence: Can write very simple personal letters expressing thanks and apology. ✓ A2 Correspondence: Can write short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement) ✓ A2 Orthographic: Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. ✓ A2 Processing text: Can copy out short texts in printed or clearly handwritten format. ✓ A2 Processing text: Can list specific information contained in simple texts on everyday subjects of immediate interest or need. ✓ A2 Notes, messages and forms: Can fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc ✓ A2 Notes, Messages, Forms: Can write short, simple notes related to areas of immediate need
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	<ul style="list-style-type: none"> ✓ Write short simple business or services messages ✓ <i>Écrire des messages simples pour offrir ou demander un produit ou un service, ou encore de l'aide.</i> <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Writes a few sentences to describe familiar person, object, place, event, situations ✓ <i>Écrit des textes simples, composés de quelques phrases, sur des sujets familiers se rapportant à la vie de tous les jours pour décrire ou raconter des événements.</i> <ul style="list-style-type: none"> ✓ Uses a few connected sentences. ✓ Écrire des textes de quelques phrases simples, dont certaines sans enchaînement. <ul style="list-style-type: none"> ✓ Écrire un texte en phrases détachées pour ...: <ul style="list-style-type: none"> ✓ <i>Communique plus ou moins difficilement un message simple.</i> <ul style="list-style-type: none"> ✓ <i>Employer un vocabulaire restreint et courant, de même que des expressions courantes.</i> ✓ <i>Emploie un vocabulaire simple en lien avec la vie quotidienne.</i> <ul style="list-style-type: none"> ✓ Developing control of simple structures ✓ Maîtrise les structures simples la plupart du temps. 	<ul style="list-style-type: none"> ✓ A2 Correspondence: Can exchange information by text message, e-mail or in short letters, responding to questions from the other person (e.g. about a new product or activity). <ul style="list-style-type: none"> ✓ A2 + Overall written production: Can write very short, basic descriptions of events, past activities and personal experiences. ✓ A2 Describing experience: Can describe his/her family, living conditions, educational background, present or most recent job. ✓ A2 Describing experience: Can describe people, places and possessions in simple terms. <ul style="list-style-type: none"> ✓ A2 Overall written production Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'. ✓ A1 Overall written production: Can write simple isolated phrases and sentences. <ul style="list-style-type: none"> ✓ A2 Propositional precision: Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message. ✓ A1 Propositional precision: Can communicate basic information about personal details and needs of a concrete type in a simple way. <ul style="list-style-type: none"> ✓ A2 Vocab range: Has a sufficient vocabulary for the expression of basic communicative needs. ✓ A2 Vocab range: Has a sufficient vocabulary for coping with simple survival needs. ✓ A1 Vocab range: Has a basic vocabulary repertoire of words and phrases related to particular concrete situations. <ul style="list-style-type: none"> ✓ A2 Grammatical accuracy: Uses some simple structures correctly, but still systematically makes basic mistakes
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		<ul style="list-style-type: none"> ✓ Difficulty with word order and word forms interferes with comprehensibility ✓ Utilise correctement les majuscules et la ponctuation de base. <p><i>Employer des structures simples pour faire référence au futur et au passé.</i></p>	<ul style="list-style-type: none"> ✓ A2 Written assessment grid: overall production: Longer texts may contain expressions and show coherence problems which makes the text hard to understand ✓ A2 Orthographic: Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. <p>NO MATCH but Yes</p>
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2	Comment	Although the closest match in relation to actual CEFR descriptors is A1, there is no expectation in the CLB/NCLC that learners can link phrases in a sequence. A1 expects more holistic performance – chained together with ‘and’ and ‘then’ – rather than stand-alone utterances.	
	A1	<ul style="list-style-type: none"> ✓ Write basic personal identification information, words, simple phrases, and a few simple sentences about highly familiar information related to immediate needs ✓ <i>Écrire de très courts messages personnels sur des sujets familiers en lien avec les besoins immédiats (invitations, remerciements, excuses, félicitations, très courts messages sur un réseau social).</i> ✓ <i>Écrit des données personnelles, des renseignements, ou des textes composés de quelques phrases détachées très simples en lien avec son environnement.</i> ✓ <i>Utiliser correctement les formules de politesse et de salutation de base</i> <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey an expanding range of goodwill messages (such as thanks, apologies, congratulations, get well wishes, goodbyes, and sympathy) by means of standard cards or guided notes. 	<ul style="list-style-type: none"> ✓ A1 Overall written production: Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. ✓ A1 Overall written production: Can write simple isolated phrases and sentences. ✓ A1 Online conversation: Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool. ✓ A1 Sociolinguistic: Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. ✓ A1 Correspondence: Can write a short, simple postcard. ✓ A1 Correspondence: Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question. ✓ A1 Online conversation: Can use formulaic expressions and combinations of simple words to post short positive and

		<p>✓ <i>Ecrire des expressions ou des phrases très simples et très courtes inspirées d'un modèle pour décrire des personnes ou des situations très simples en lien avec les besoins immédiats.</i></p> <p>✓ Write simple response to basic questions from family member in text message "I am at work" (see sample tasks for sharing info)</p> <p>REPRODUCING INFORMATION</p> <p>✓ Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks.</p> <p>✓ <i>Copier de l'information tirée d'une liste ou de très courts textes en lien avec les besoins immédiats (petites annonces).</i></p> <p>✓ <i>Transcrire des chiffres, des lettres, des mots, des expressions ou de courtes phrases d'une liste ou de courts textes concrets (p. ex., petite annonce)</i></p>	<p>negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.</p> <p>✓ A1 Overall written interaction: Can ask for or pass on personal details in written form.</p> <p>✓ A1 Online conversation: Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.</p> <p>✓ A1 Online goal-oriented: Can complete a very simple online purchase or application, providing basic personal information (e.g. name, e-mail or telephone number).</p> <p>✓ A1 Gen ling. Range: Has a very basic range of simple expressions about personal details and needs of a concrete type.</p> <p>✓ A1: Describing experience: Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.</p> <p>✓ A1 Notes, messages and forms: Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.').</p> <p>✓ A1 Processing text: Can copy out single words and short texts presented in standard printed format.</p> <p>✓ A1 Relaying info : Can list names, numbers, prices and very simple information of immediate interest.</p> <p>✓ A1 Correspondence: Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.</p> <p>✓ A1 Overall written interaction: Can ask for or pass on personal details in written form.</p>
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	<ul style="list-style-type: none"> ✓ <i>Écrire quelques phrases très courtes et très simples pour offrir ou demander un service en lien avec les besoins immédiats.</i> ✓ <i>Fournir de l'information en répondant à des questions simples par quelques mots.</i> <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Complete short, simple or simplified forms that require only basic personal identification or familiar information. ✓ Messages are a few short words, short phrases ✓ <i>Utiliser des mots sans lien entre eux, des expressions mémorisées ou quelques phrases <u>sans enchaînement</u> très simples.</i> ✓ <i>Écrire quelques phrases très simples <u>sans enchaînements</u>.</i> <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. ✓ Very limited vocabulary ✓ Employer un vocabulaire rudimentaire ainsi que des expressions et des tournures très courantes. ✓ Some initial ability to use simple structures ✓ Difficulty with word order and word forms greatly interferes with comprehensibility ✓ Some initial awareness of basic spelling, punctuation and capitalization conventions 	<ul style="list-style-type: none"> ✓ A1 Notes, messages and forms: Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. on a form, e.g. for hotel registration. ✓ Pre-A1 Overall written interaction: Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary. ✓ A1 Describing experience: Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance. ✓ A1 Coherence : Can link words or groups of words with very basic linear connectors (e.g. "and" or "then"). ✓ A1 Writing assessment grid: Can write simple isolated phrases and sentences. Longer texts contain expressions and show coherence problems that make the text very hard or impossible to understand. <p>NO MATCH</p> <ul style="list-style-type: none"> ✓ A1 Vocab range: Has a basic vocabulary repertoire of words and phrases related to particular concrete situation ✓ A1 Grammatical accuracy: Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. ✓ A1 Orthographic control: Can use basic punctuation (e.g. full stops, question marks). Can spell his/her address, nationality and other personal details.
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		<ul style="list-style-type: none"> ✓ Copies letters, numbers words and sentences with correct capitalization and punctuation ✓ <i>Le text est pour un destinataire connu ou précisé et bienveillant.</i> 	NO MATCH BUT IMPLICIT
1	Pre-A1	<ul style="list-style-type: none"> ✓ Write basic personal identification information and a small number of familiar words and simple phrases related to immediate needs. ✓ <i>Écrire quelques formules de salutation ou de courtoisie très simples.</i> ✓ Communication is limited to letters, numbers, single familiar words, and short familiar phrases ✓ <i>Écrire quelques mots, expressions ou phrases très courtes mémorisés pour offrir ou demander un service en lien avec les besoins immédiats.</i> ✓ <i>Écrire quelques mots à l'occasion d'une brève activité d'écriture dirigée ou répondre à quelques questions simples pour décrire une situation personnelle.</i> ✓ <i>Écrire des renseignements personnels de base et des mots ou expressions mémorisés en lien avec les besoins immédiats.</i> <p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> ✓ Convey greetings or other goodwill messages by completing cards or other very short, simple standard texts. <p>GETTING THINGS DONE</p> <ul style="list-style-type: none"> ✓ Can complete short simplified forms (name, address, phone numbers, dates) 	<ul style="list-style-type: none"> ✓ Pre A1 Overall written production: Can give basic personal information in writing ✓ Pre-A1 Propositional Precision: Can communicate very basic information about personal details in a simple way. ✓ A1 Online conversation: Can post simple online greetings, using basic formulaic expressions and emoticons. ✓ Pre- A1 Overall written interaction: Can write short phrases to give basic information on a form or in a note ✓ Pre-A1 Correspondence: Can write short phrases and sentences giving basic personal information with reference to a dictionary. ✓ Pre-A1 Gen ling. Range: Can use isolated words and basic expressions in order to give simple information about himself/herself. ✓ Pre-A1 Overall written production: Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary. ✓ Pre-A1 Correspondence: Can write short phrases and sentences giving basic personal information with reference to a dictionary. ✓ Pre-A1 Notes, messages and forms: Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status. ✓ Pre-A1 Overall written interaction: Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary.

	<p>REPRODUCING INFORMATION</p> <ul style="list-style-type: none"> ✓ Copy numbers letters, words short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks. <p>SHARING INFORMATION</p> <ul style="list-style-type: none"> ✓ Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. ✓ <i>Utiliser des mots sans lien entre eux et des expressions ou des tournures mémorisées.</i> ✓ <i>Ne pas employer d'enchaînements dans ses textes.</i> ✓ <i>Employer un vocabulaire très limité en rapport avec son environnement et ses besoins immédiats.</i> ✓ <i>Emploie un vocabulaire très limité.</i> <p><u>Benchmark 2</u>: Difficulty with word order and word forms greatly interferes with comprehensibility</p> <ul style="list-style-type: none"> ✓ <i>Connaître l'alphabet latin et savoir écrire lisiblement toutes les lettres</i> ✓ <i>Connaît très peu les conventions de base se rapportant à l'orthographe, à la ponctuation et aux majuscules.</i> 	<ul style="list-style-type: none"> ✓ Pre-A1 Relaying info: Can list names, numbers, prices and very simple information from texts that are of immediate interest, that are written in very simple language and contain illustrations. ✓ A1 Orthographic control: Can copy familiar words and short phrases ✓ Pre-A1 Overall production: Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary. <p>NO MATCH BUT IMPLICIT NO MATCH BUT IMPLICIT</p> <ul style="list-style-type: none"> ✓ Pre-A1 Propositional Precision: Can communicate very basic information about personal details in a simple way. <p>Pre-A1 Grammatical accuracy: Can employ very simple principles of word order in short statements.</p> <p>NO MATCH BUT IMPLICIT NO MATCH BUT IMPLICIT</p>
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