



# FOUNDATIONS OF LANGUAGE ASSESSMENT:

**An Introduction to the Whys, Whats & Hows**

Neus Figueras, Phd.  
Friday, February 14, 2023

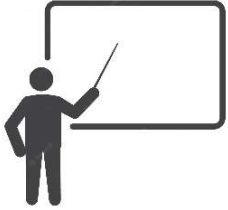
# Summary:

1. The “Why” of Assessment
  - Assessment vs. testing: Similarities & differences
  - Why and when are they necessary?
2. The “What” of Language Assessment in the UN
  - The United Nations Language Framework (UNLF) & its uses
3. The “How”: From Purpose to Results
  - Elements of quality, fair and reliable assessment

09:50 – 10:10 Break

4. Hands-on Analysis
  - Scoring of sample tasks and language performances
5. Concluding remarks

## How is this going to work?



Input



Points to remember



Reflection questions: 2 mins



Tasks: 5-10 mins



At the end of each section and after the break ➡ CHAT



## Webinar pack

- A selection of the slides and videos of the webinar
- A session dossier with supplementary information & references
- Links to UNLF documentation & UNLF training modules



# **1. The “Why” of Assessment: Assessment vs. Testing and When & Why Are They Necessary**

## Different Terms, Different Meanings?



Assessment is a central process in education. If students learned what they were taught, we would never need to assess; we could instead just keep records of what we had taught.

Dylan Wiliam (2011): What assessment can – and cannot – do.  
*Pedagogiska Magasinet*. [www.dylanwiliam.org](http://www.dylanwiliam.org)



Tests to see how a person performs particularly in relation to a threshold of performance have become important social institutions and fulfil a gatekeeping function in that they control entry to many important social roles. These include the driving test and a range of tests in education and the workplace. Given the centrality of testing in social life, it is perhaps surprising that its practice is so little understood.

Tim McNamara (2002) *Language Testing*. Oxford University Press.

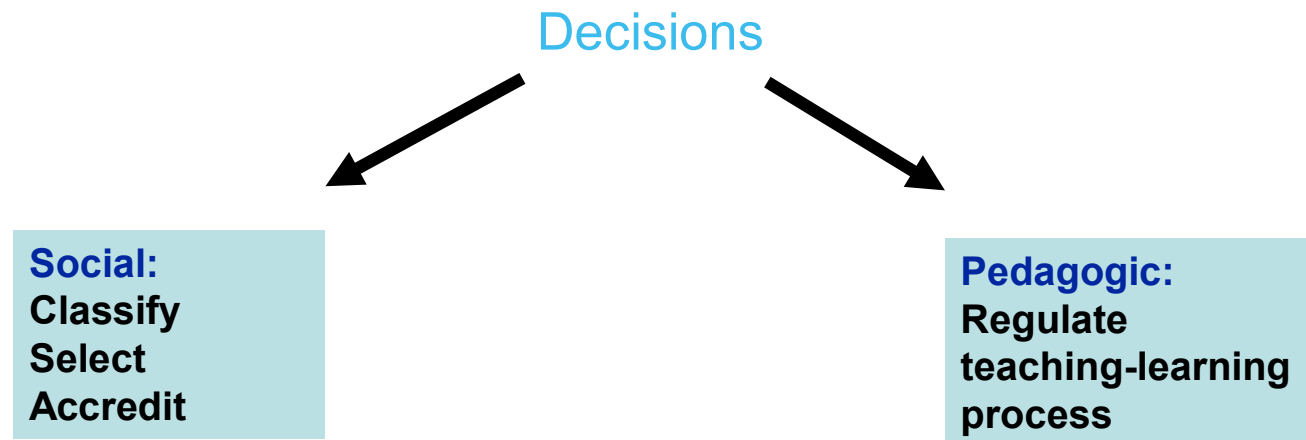
# What is Assessment?

A systematic collection of information with the purpose of making decisions and judgements based on the data collected in relation to reference values.



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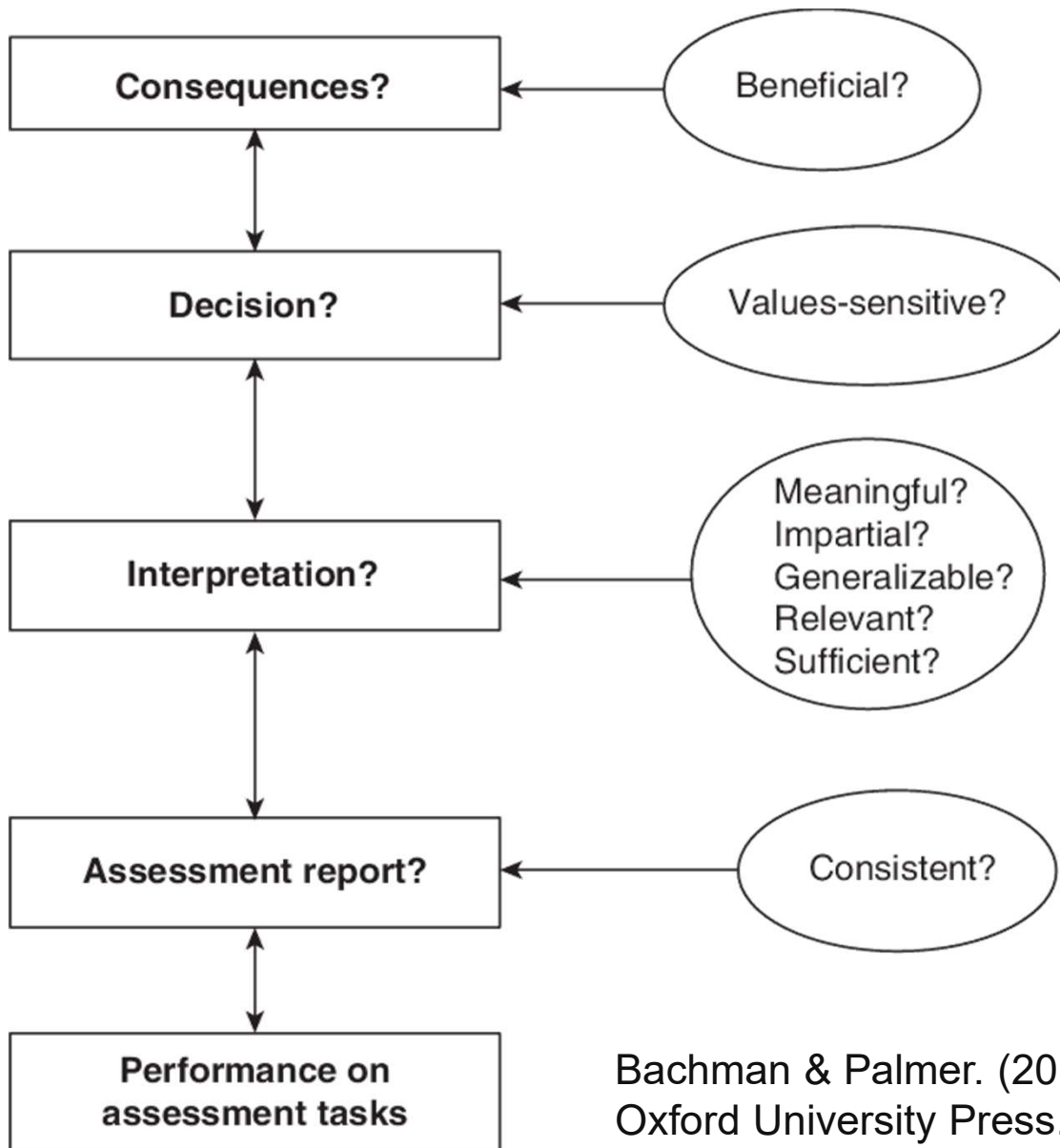


## Reference values:

The **UNLF**, national curricula, CEFR, ACTFL, Canadian Benchmarks, CSE, etc.



## Any Assessment Has Consequences



Bachman & Palmer. (2010). *Language Assessment in Practice*.  
Oxford University Press.

# Purpose is Key: Why Assess? How?



## Purpose

1. Place learners in the right level/class at the beginning of a course.
2. Find out how learners are improving and what difficulties they may be having.
3. Identify prior knowledge of the contents of a lesson.
4. Find out whether course objectives have been fulfilled.
5. Check the language ability in the world beyond the test.

## Type of test

- A. Proficiency
- B. Placement
- C. Achievement
- D. Diagnostic
- E. Progress



Match purpose & type.



## Purpose is key – Why assess? How?



Purpose	Type of test	Context	Content	Function	Stakes
1. Place learners in the right level/class at the beginning of a course.	Placement	School*	School* curriculum; wide focus	Pedagogic	Medium
2. Find out how learners are improving and what difficulties they may be having.	Progress	Classroom	Course objectives; narrow focus	Pedagogic	Low
3. Identify prior knowledge of the contents of a lesson.	Diagnostic	Classroom	Course objectives; narrow focus	Pedagogic	Low
4. Find out whether course objectives have been fulfilled.	Achievement	Classroom	Course objectives; wide focus	Pedagogic and social	Medium / High
5. Check language ability in the world beyond the test.	Proficiency	School* Classroom Society	“Real world”; broad focus	Social	High

**reminder**

Purpose → Type of test (context, function, content, stakes)

# What is normally the purpose of your assessment?







## 2. The “What” of Language Assessment at the UN: The UN Language Framework (UNLF) and its Uses

Check the UNLF Training course at <https://elounge.unssc.org/login/index.php>

Now, let's get to the WHAT and watch an animated video:



[https://www.youtube.com/watch?v=Q-8a\\_DCMuYU](https://www.youtube.com/watch?v=Q-8a_DCMuYU)

*If you want a test to give you a detailed understanding of someone's language proficiency you need a lot of information. A short and limited test will only give you an approximation of a test taker's ability.*



GLP approach	Definition
<b>Abilities in real life</b>	Takes into consideration the ability to speak, write, read and listen in real life situations.
<b>Interactive</b>	Considers that no skill can be independent of any other.
<b>Core</b>	Includes everything that goes into knowing and using a language.



# Language models

“Language-in-use” is a very complex phenomenon which calls on a large number of different skills or competences. It is important to start a testing project with an explicit model of these competences and how they relate to each other. The role of such a model is to identify significant aspects of competence for our consideration. It is a starting point for deciding which aspects of use or competence can or should be tested, and helps to ensure that the test results will be interpretable and useful. The mental characteristic identified by the model is also called a **CONSTRUCT**.

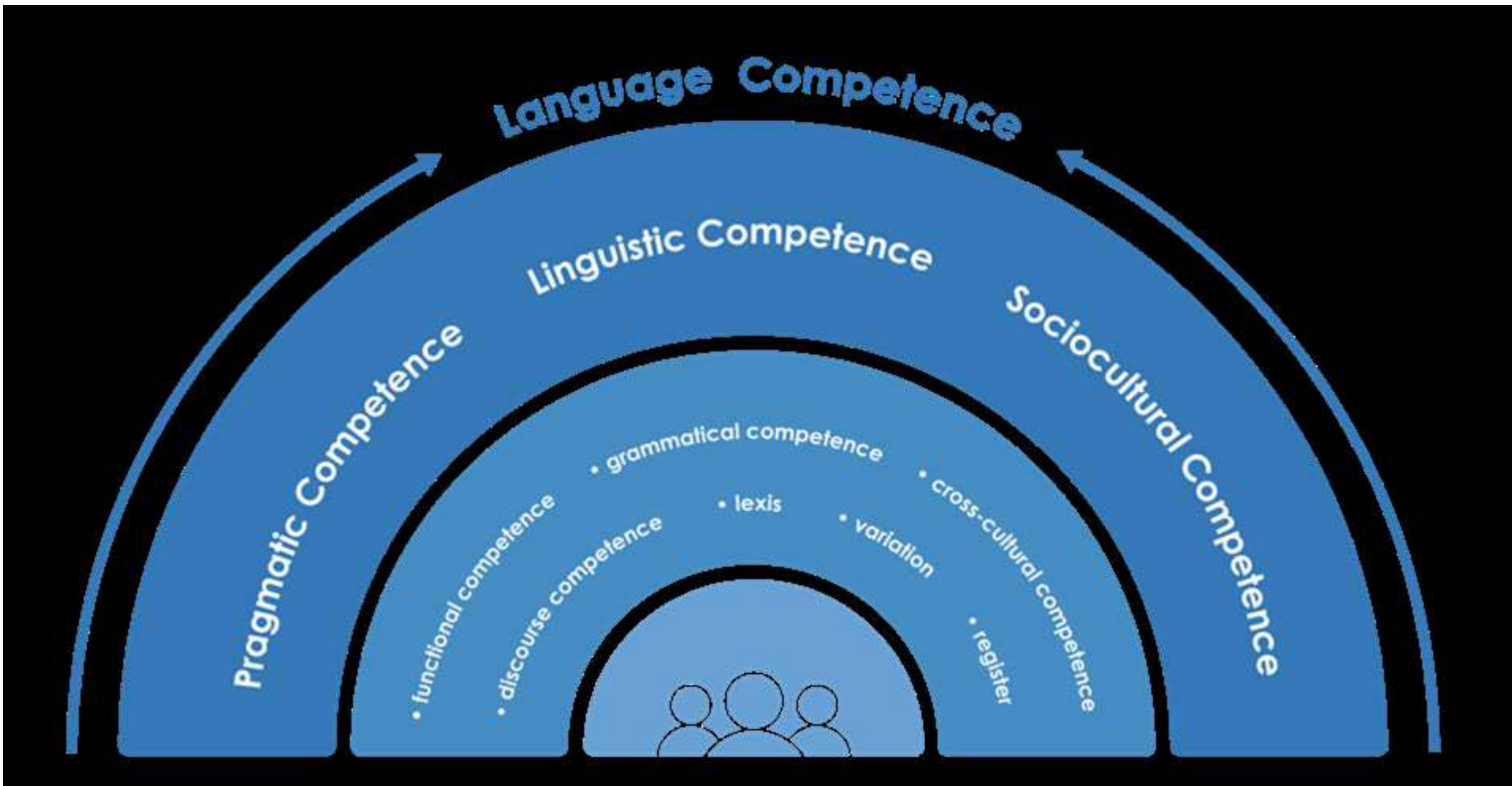
# The UN Language Model

The UN Language Model draws on research and scholarly literature, and it underlies how the language-specific content is distributed. It informs all other elements of the UN Language Framework by considering:

- the action-oriented nature of human communication
- the role of language users both as individuals and as social agents
- the several components comprised in communicative language competence

The UN Language Model considers language as a competence, in terms of knowledge in use, and underlines language as a means of communication. The model follows the principle of the action-oriented nature of human communication and places language users at the centre.

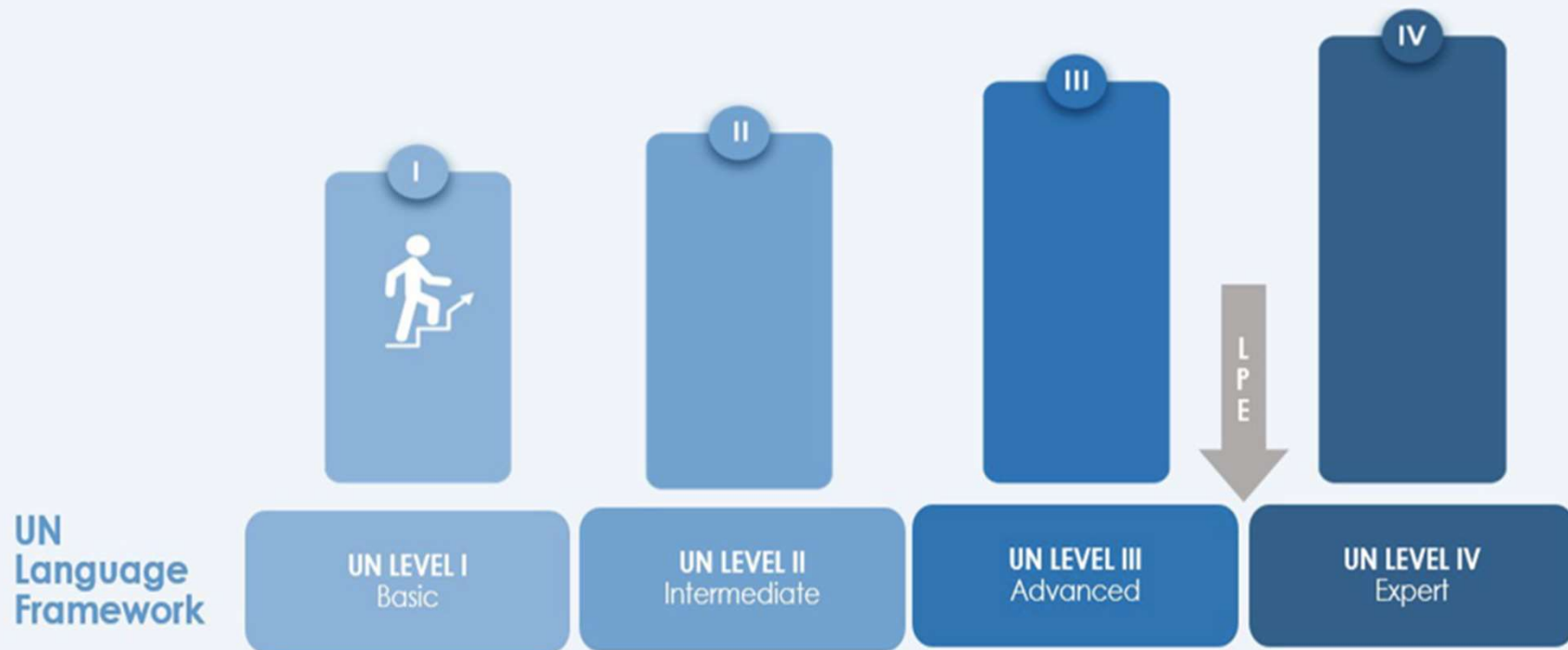
# The UN Language Model



**reminder**

Interdependent, overlapping components and categories

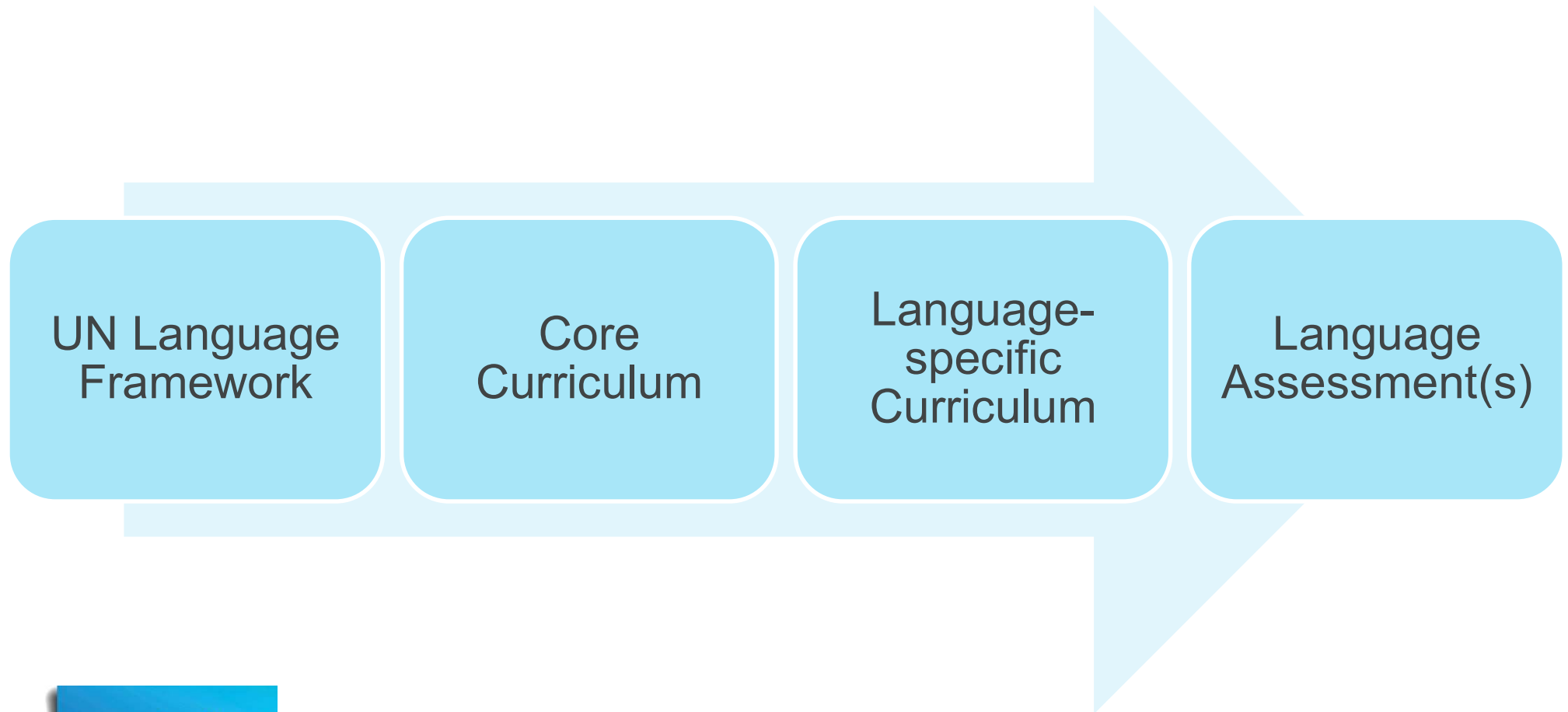
# The UN language levels



Targeted users:

- language teachers and trainers
- learning focal points and training officers, especially those in charge of language programmes
- instructional designers and developers of learning materials
- exam and assessment writers

## Overview of Documentation Available



**reminder**

Different users, different USES

## At each UN level



Overall descriptor



Language Activities: overall descriptors for reception, production, interaction



Core Curriculum : learning objectives – domains – suggested texts & communicative situations



Language-specific Curriculum : Pragmatic-linguistic-sociocultural competences

## An Example: UN Level II – Overall Descriptor

- Use the language with moderate fluency and accuracy, in everyday contexts and situations, when dealing with ordinary or general matters in the personal, public and professional domains, throughout the Organization.
- Show an appropriate command of a moderate range of linguistic and pragmatic competences and of social language conventions to meet ordinary general communication needs.
- Understand if any action or response is required and show adequate autonomy to respond.
- Often require reference resources and models or external help to prepare in advance, check understanding and improve or support communication.

## UN Level II – Overall Descriptor

What

- Use the language with moderate fluency and accuracy, in everyday contexts and situations, when dealing with ordinary or general matters in the personal, public and professional domains, throughout the Organization.
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- Often require reference resources and models or external help to prepare in advance, check understanding and improve or support communication

How well

Conditions  
& limitations



## The WHAT in UN Language Framework Levels I - IV

- I Use the language in a simple manner, in non-demanding everyday contexts and situations, when dealing with routine or predictable matters in the personal, public and professional domains, throughout the Organization.
- II Use the language with **moderate** fluency and accuracy, in **everyday** contexts and situations, when dealing with **ordinary or general** matters in the **personal, public and professional** domains, throughout the Organization.
- III Use the language efficiently, with a high degree of fluency and accuracy, in a variety of contexts and situations, when dealing with a wide variety of general matters in the personal, public and professional domains, throughout the Organization.
- IV Use the language efficiently and flexibly, consistently maintaining a high degree of fluency, accuracy and precision. Function in a large variety of demanding contexts and situations, even adverse or unpredictable, when dealing with a wide range of matters, even highly specific or sensitive, in the personal, public and professional domains, throughout the Organization.

# The HOW in UN Language Framework Levels I - IV



- Show an excellent command of a wide range of linguistic and pragmatic competences and of social language conventions to meet any communication need.
  - Respond to and follow up on any required action appropriately and without hesitation.
- Show an appropriate command of a moderate range of linguistic and pragmatic competences and of social language conventions to meet ordinary general communication needs.
  - Understand if any action or response is required and show adequate autonomy to respond.
- Show a good command of a range of linguistic and pragmatic competences and of social language conventions to meet most communication needs.
  - Respond autonomously and sufficiently to most required actions
- Show basic linguistic competence and use a restricted range of social language conventions to meet simple communication needs.
  - Show limited facility in understanding if an action or response is required and some autonomy to respond

# The HOW in UN Language Framework: Levels ?



## Level IV

- Show an **excellent command of a wide range** of linguistic and pragmatic competences and of social language conventions to meet **any communication need**.
- Respond to and follow up on **any required action appropriately and without hesitation**.

- Show an appropriate command of a moderate range of linguistic and pragmatic competences and of social language conventions to meet ordinary general communication needs.
- Understand if any action or response is required and show adequate autonomy to respond.

## Level II

## Level III

- Show a good command of a range of linguistic and pragmatic competences and of social language conventions to meet most communication needs.
- Respond autonomously and sufficiently to most required actions

- Show **basic** linguistic competence and use a **restricted range** of social language conventions to meet **simple communication needs**.
- Show **limited facility** in understanding if an action of response is required and some autonomy to respond

## Level I

UNLF	WHAT	HOW	CONDITIONS & LIMITATIONS
I	Use the language in a simple manner, in non-demanding everyday contexts and situations, when dealing with routine or predictable matters in the personal, public and professional domains, throughout the Organization.	<p>Show basic linguistic competence and use a restricted range of social language conventions to meet simple communication needs.</p> <p>Show limited facility in understanding if an action or response is required and some autonomy to respond</p>	Usually require reference resources and models, templates or external help to prepare in advance, check understanding or repair communication.
II	Use the language with moderate fluency and accuracy, in everyday contexts and situations, when dealing with ordinary or general matters in the personal, public and professional domains, throughout the Organization.	<p>Show an appropriate command of a moderate range of linguistic and pragmatic competences and of social language conventions to meet ordinary general communication needs.</p> <p>Understand if any action or response is required and show adequate autonomy to respond.</p>	Often require reference resources and models or external help to prepare in advance, check understanding and improve or support communication
III	Use the language efficiently, with a high degree of fluency and accuracy, in a variety of contexts and situations, when dealing with a wide variety of general matters in the personal, public and professional domains, throughout the Organization.	<p>Show a good command of a range of linguistic and pragmatic competences and of social language conventions to meet most communication needs.</p> <p>Respond autonomously and sufficiently to most required actions.</p>	Use reference resources to confirm and refine interpretation, and to improve communication.
IV	Use the language efficiently and flexibly, consistently maintaining a high degree of fluency, accuracy and precision. Function in a large variety of demanding contexts and situations, even adverse or unpredictable, when dealing with a wide range of matters, even highly specific or sensitive, in the personal, public and professional domains, throughout the Organization.	<p>Show an excellent command of a wide range of linguistic and pragmatic competences and of social language conventions to meet any communication need.</p> <p>Respond to and follow up on any required action appropriately and without hesitation.</p>	Use reference resources to enhance communication with sophisticated precision.

## Back to available UNLF documentation, for each UN level



Overall Descriptor



Language Activities: overall descriptors for reception, production, interaction



Core Curriculum : learning objectives – domains – suggested texts & communicative situations



Language-specific Curriculum : Pragmatic-linguistic-sociocultural competences

## UN Level II – Overall Descriptor

- Use the language with moderate fluency and accuracy, in everyday contexts and situations, when dealing with ordinary or general matters in the personal, public and professional domains, throughout the Organization.
- Show an appropriate command of a moderate range of linguistic and pragmatic competences and of social language conventions to meet ordinary general communication needs.
- Understand if any action or response is required and show adequate autonomy to respond.
- Often require reference resources and models or external help to prepare in advance, check understanding and improve or support communication.

## UN Level II Activities (Skills)



Understand the general meaning, and identify the main conclusions and the most relevant details in straightforward, clearly written factual texts of different genres.



Understand the general meaning and identify the main conclusions in texts delivered clearly at an average rate, in the spoken standard.  
May often require reformulation or repetition of a word or a phrase.



Take part with ease in routine interactions, making statements and expressing personal opinions.  
Produce, with or without previous preparation, short to medium-length spoken texts.  
Relay the key points contained in an oral or written communication.



Write or draft short texts in different genres on concrete matters. In written exchanges, respond appropriately using writing conventions.  
Relay the key points contained in an oral or written communication.

## Learning Objectives + Domains

- Interact in short, synchronous online exchanges on personal and professional general matters, occasionally varying degrees of formality and directness.
- Write informational material in some detail, such as notices, advertisements, descriptions or procedures to inform, advise or give instructions, using a moderate range of language.
- Describe circumstances and different points of view in short organized texts, such as essays and reviews, using a moderate range of language and providing a logical structure, with writing conventions.
- Write and respond to general emails on a variety of matters, using appropriate style and writing conventions, reporting factual and occasionally sensitive information.
- Relay the key points and some detailed information on familiar, mainly work-related, tasks, projects or documents.
- Describe experiences, events and expectations in adequate detail, for instance in blogs, using a moderate range of language.
- Write general professional documents of moderate complexity, including agendas, surveys and presentations, with the support of resources if needed.



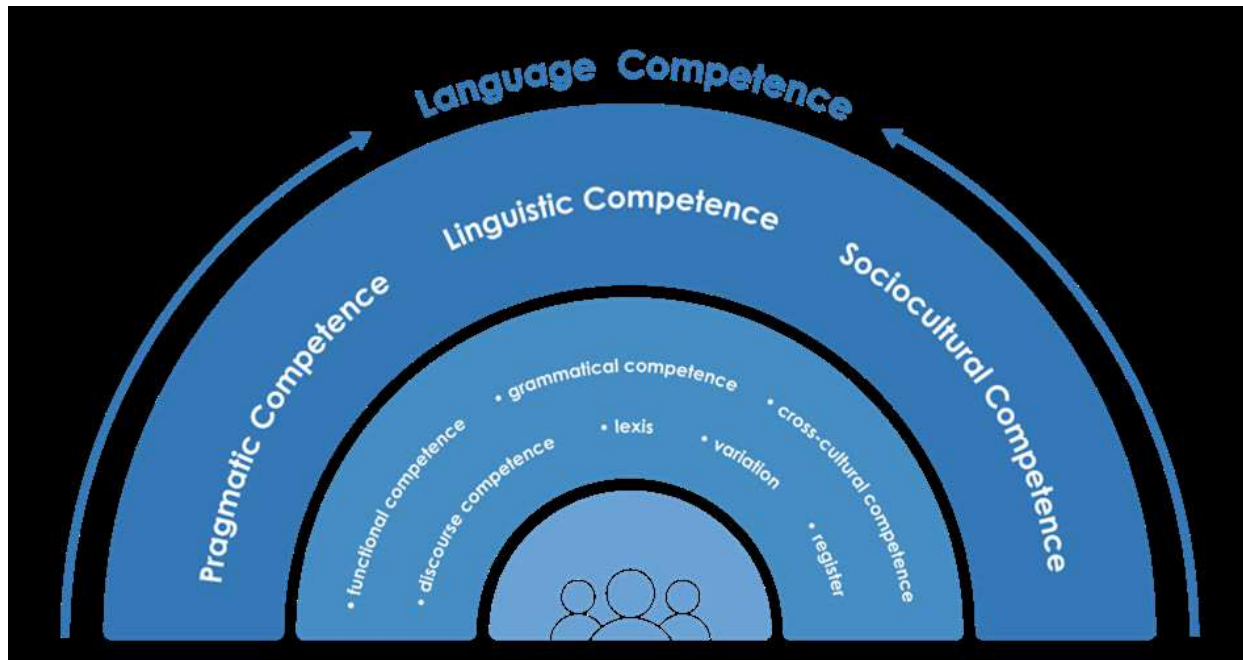
## Texts & Situations

- Standard, professional emails and letters
- General text messages and social media exchanges
- Webpages and blogs - familiar subjects
- General notices and advertisements
- Short essays and reviews
- Biographical summaries
- Book and film summaries
- Work-related documents with some technical detail: Meeting agendas - following a template; Meeting minutes - following a template; Work-related summaries - familiar subjects; General surveys and questionnaires; Feedback and comments in questionnaires; Short presentations - familiar subjects; General procedures and instructions



# Language-specific Curriculum

- **Pragmatic competence** allows the user to comprehend and produce oral and written texts aligned with the communicative context and intention.
- **Linguistic competence** allows the user to build and recognize well-formed, meaningful messages, according to language system rules at sentence and text level.
- **Sociocultural competence** allows the user to recognize and use social and cultural norms and conventions to communicate appropriately in a given context.



Which UN level is most relevant in your context?

Does it vary depending on *language*?

Does it vary depending on *activity*?

What UNLF documents will you need to focus on?



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Find the UNLF training course at <https://elounge.unssc.org/login/index.php>



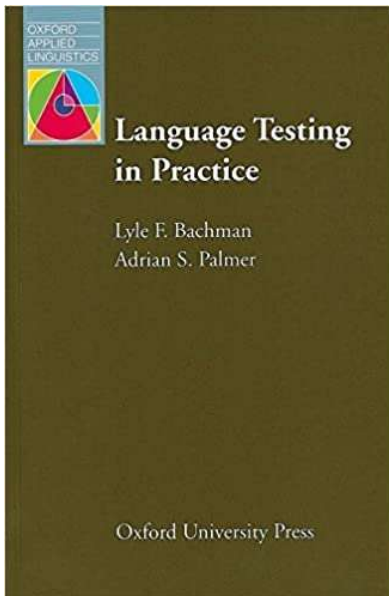


### **3. The “How”: From Purpose to Results Elements of Quality, Fair and Reliable Assessment**

# Principles of Quality Assessment:

## Design, Scoring & Administration

How would you rank these 5 elements? Which one is the most important in your context?



**Validity**

**Reliability**

**Authenticity**

**Interactiveness**

**Practicality**

**Impact**

**USEFULNESS**

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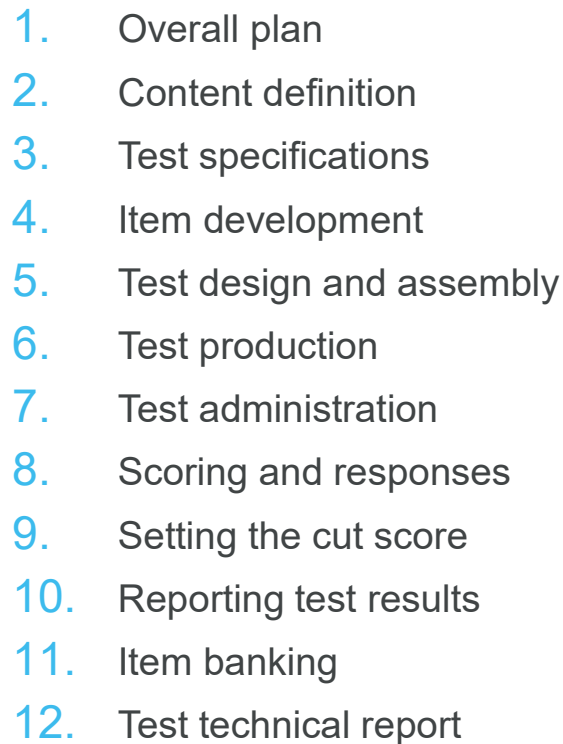
See more on usefulness in supplementary dossier

# Usefulness in Practice: Effective Language Assessment

- ✓ ...only reports what it's supposed to test, not something else.
- ✓ ...is representative of what goes on in the real world.
- ✓ ...offers an efficient 'snapshot' of competences: provides enough representative evidence to generalise about a person's abilities.
- ✓ ...predicts how the person will perform outside the test, in the real world.
- ✓ ...gives everyone the same chance.
- ✓ ...is marked consistently. If you someone else marks the test, you should get the same results.



# Usefulness needs to be considered in each phase of the test development cycle

- 
1. Overall plan
  2. Content definition
  3. Test specifications
  4. Item development
  5. Test design and assembly
  6. Test production
  7. Test administration
  8. Scoring and responses
  9. Setting the cut score
  10. Reporting test results
  11. Item banking
  12. Test technical report

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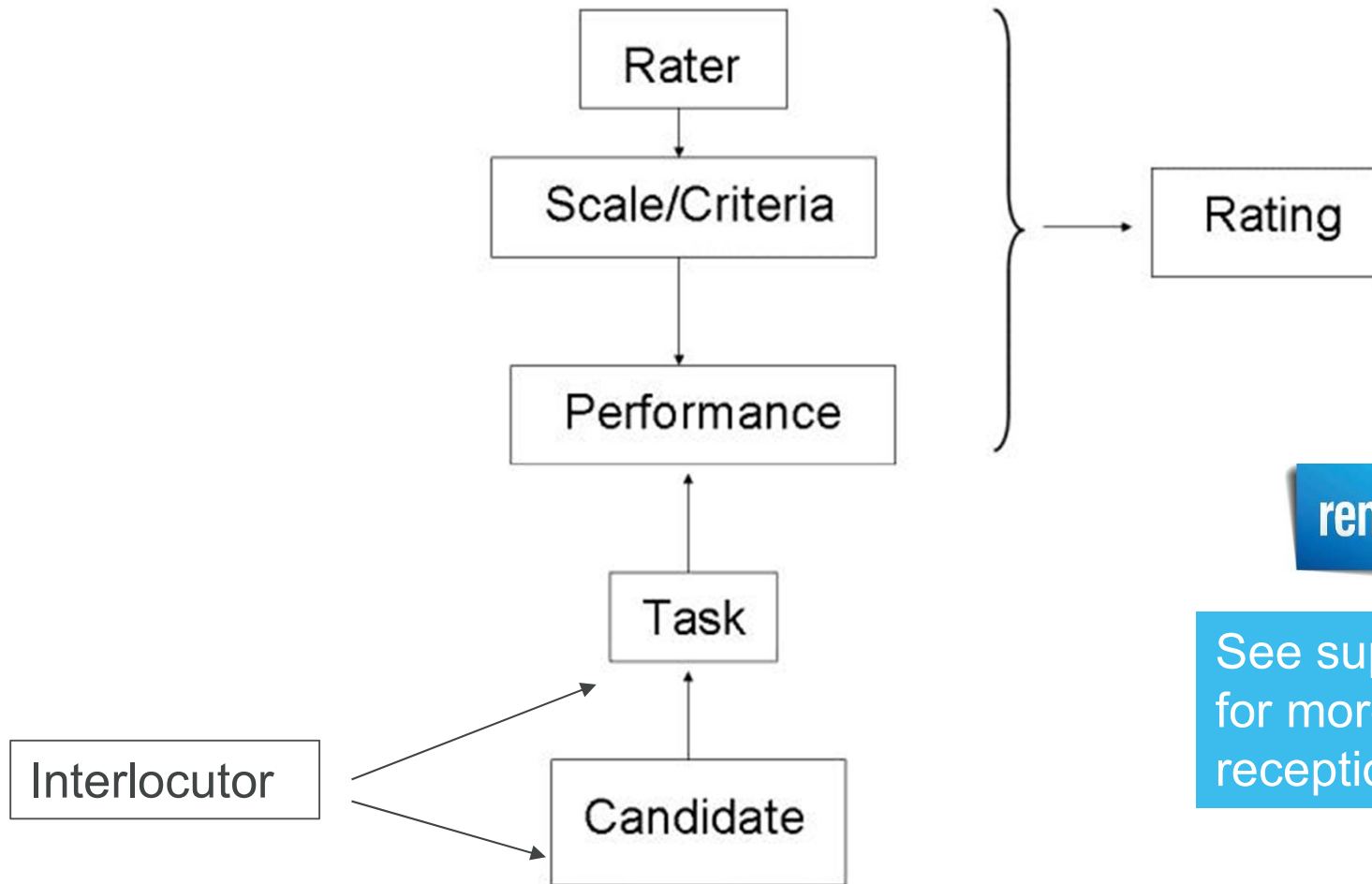
See supplementary dossier  
for details

Downing & Haladyna. (2006). *Twelve steps for effective test development*.



What limitations can you envision in your assessment context? Resources? Test characteristics?

# Elements to Consider When Assessing Writing & Speaking



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See supplementary dossier for more details on assessing reception.



## The task

- Selected from tasks representative of the activities that the “candidate” will have to perform in real life.
- Allows the “candidate” to perform at her best.
- Includes clear, unambiguous rubrics/instructions.

## The rating

- Is based on clear, explicit criteria.
- Relates to the purpose of the assessment and task.
- Considers usefulness elements.... And **EQUITY**.

## The interlocutor (speaking)

- Organizes a comfortable environment, speaks clearly, and maintains eye contact.
- Uses standardised discourse with written prompts/information whenever possible, does not improvise.
- Gives encouraging backchannelling without giving away any judgement.
- Treats all candidates equally.

# Why are Assessment Specifications Necessary?

- To provide a framework for assessment with:
  - examples of tasks
  - marking schemes
  - graded tasks
- To forge common understandings and interpretations of the main features of the assessments and of the candidates' expected responses.
- To guarantee usefulness and equity.

**Guidelines for due processes**



**Increased validity and reliability**

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Specifications vary according to needs and context of use

# The need for rating criteria

A rating scale is a set of descriptors that describe performances at different levels, showing which grade each performance level should receive. The term rubric or marking scheme is often used with the same meaning

Rating scales reduce the variation inherent in the subjectivity of human judgements.

There is a range of options to consider:

- **Holistic scales:** a single mark based on a single scale describing a range of features.
- **Analytic scales:** a mark given for a range of criteria (accuracy, task fulfillment, etc.)
- **Checklists:** a grade based on a list of yes/no judgements as to whether a performance fulfills specific requirements or not.
- **Generic or task-specific scales:** a generic scale or checklist for all tasks or criteria for each specific task.

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See more detail in  
supplementary dossier

## The structure of a scale

- Holistic criterion / Analytic criteria
- Level of achievement (bands)
- Descriptors

	Descriptors
Excellent /10	
No information	

# The Need for Norming/Standardisation/Cloning Sessions



The uninformed



The lenient



The strict



The inconsistent

How many graders can/will you use?

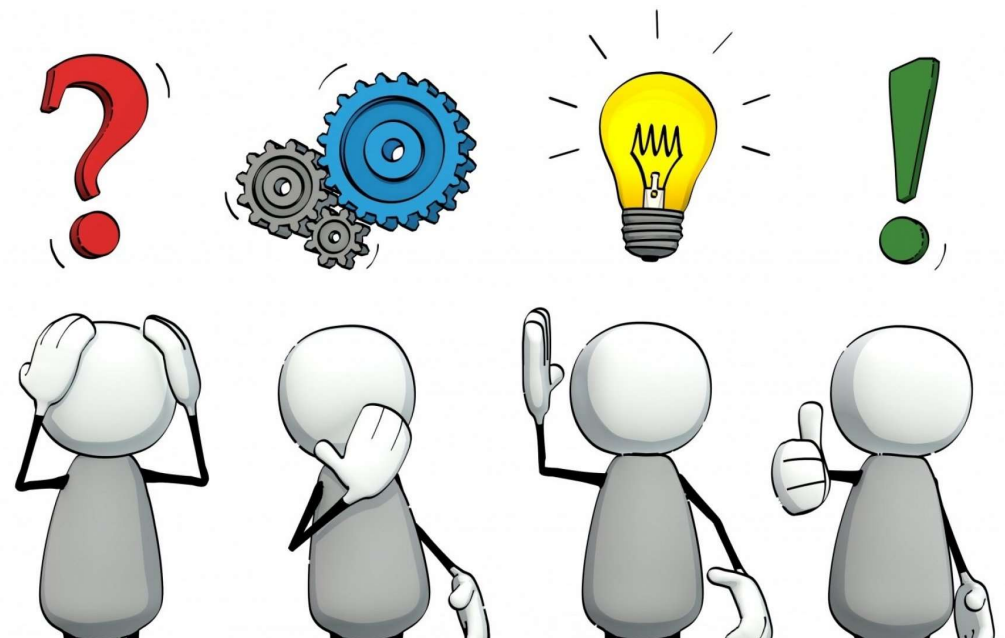




Coffee time....



Thinking time....



20 minutes



## 4. Hands-on Analysis: Scoring of Sample Tasks and Language Performances





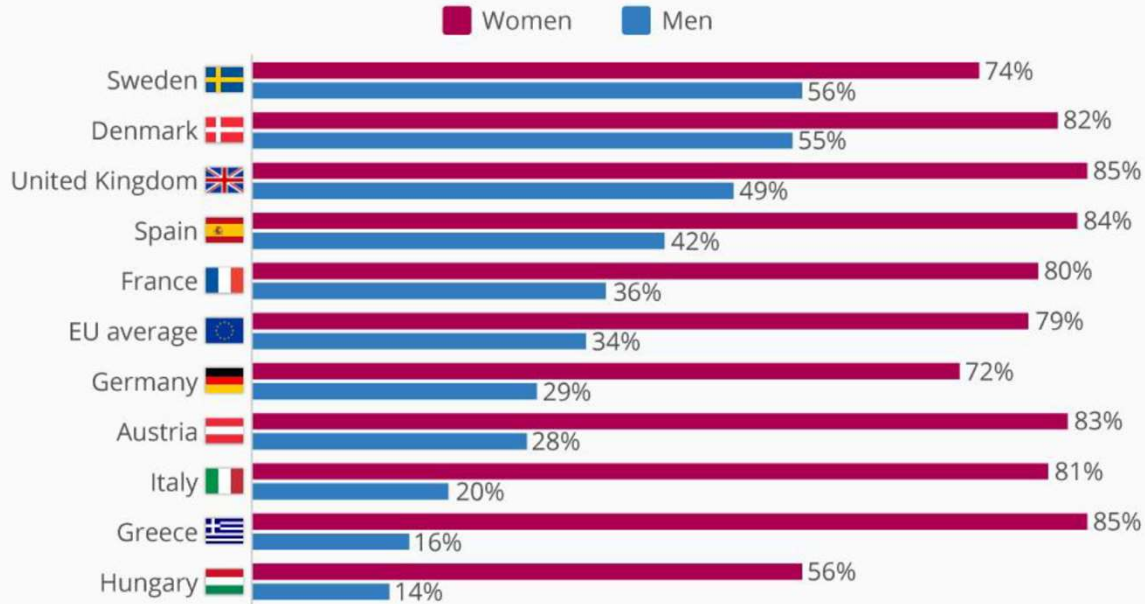
# Let's Look at Writing Tasks



1. Are the following tasks valid in YOUR context in the UN? Why?
2. What UN level (or levels) are they targeting?
3. Do they meet to the following criteria?
  - Accessible to all candidates, regardless of gender, culture, background or position
  - Provide sufficient guidance to the candidate whilst allowing for some freedom of performance within the necessary standardization (length, expected response format, register, etc.)
  - Sufficiently complex in content to elicit the best possible performance and contain all the information necessary, but worded in clear language and avoiding unnecessary reading time
  - Foster authentic, communicative language
  - Aim to tap a variety of language functions and linguistic features (grammar & vocabulary)

## Who's Doing Europe's Housework?

Share of adults that cook and/or do housework in selected European countries, by gender



@StatistaCharts Source: Eurostat | Destatis

statista

You have been asked to write a **summary** of the latest results of a survey about the distribution of housework between men and women in Europe. Write about the following points:

- Explain the results of the survey.
- Highlight the most important findings.

Write between 60 and 70 words.

Task used in a certificate exam for adult learners of general English in Spain.  
Targeting a UN level III-IV.



Relevant in the UN context? Accessible to all candidates? Sufficient guidance?  
Sufficient complexity/content? Authentic? Variety of language functions/features?

You are going to attend an engineering exhibition in Frankfurt soon.

Write an email to your assistant:

- ☐ explaining why you will be away
- ☐ letting her know the dates you will be away
- ☐ saying what work she should do while you are away.

Write between 30 and 40 words. Write on your Answer Sheet. Do not write in capital letters

Task used in a certificate exam for business English by Cambridge assessment. Targeting a UN level II.



Relevant in the UN context? Accessible to all candidates? Sufficient guidance?  
Sufficient complexity/content? Authentic? Variety of language functions/features?

**You may do only Activity 1 or both Activity 1 and Activity 2**

**Activity 1 -**

Estás interesado en recibir a domicilio el periódico El País. Escribe un correo electrónico (80 palabras) al Centro de Atención al Cliente para preguntar:

- si se hacen envíos a Grecia
- cuánto son los gastos de envío y
- cuáles son las formas de pago

**Activity 2 -**

Has pagado tu suscripción al periódico El País pero no has recibido ningún periódico. Escribe una carta de reclamación (100 palabras) al Centro de Atención al Suscriptor para quejarte y pedir la devolución de tu dinero.

Task used in a Spanish language certificate exam in Greece (KPG).  
Targeting UN level II and III.



Relevant in the UN context? Accessible to all candidates? Sufficient guidance?  
Sufficient complexity/content? Authentic? Variety of language functions/features?

Dimanche, 24 Octobre, 11.35 – 13.04

En poste dans une grande métropole d'Asie, vous voulez recruter un(e) secrétaire(e) local(e).

Vous avez trouvé une personne particulièrement compétente, trilingue et expérimentée. Cette personne est en fauteuil roulant et ne peut pas utiliser les transports en commun locaux, mal adaptés.

Vous écrivez un mail à votre directeur d'antenne pour expliquer la situation avec délicatesse et demander un complément de budget (l'équivalent de 300 US dollars mensuels), qui permettrait de mettre un chauffeur de taxi à disposition de cette employé(e).

150 mots minimum - 175 mots maximum

Task included in a UNLF training module. Targeting UN Level III.



Relevant in the UN context? Accessible to all candidates? Sufficient guidance?  
Sufficient complexity/content? Authentic? Variety of language functions/features?

**Your supervisor has written the email below to your team/office. Write a 150-word email in response.**

Dear Colleagues,

The past several years have seen many changes in the way we work. From the traditional 8 or 9-hour workday spent on site, many offices have moved to open work spaces, hot-desking, flexible work hours and, especially during the pandemic, more remote working. Now that we have learnt how some of these modifications work in practice, I would like to ask for your input in designing a plan for our team.

How should we organize our workspace and work schedules to maintain our overall productivity while also promoting a healthy work/life balance for all of us? What are your individual work schedule and location preference(s)?

I am open to all suggestions, even ones that have not yet been tried, so be as creative as you would like. Once I have everyone's input, I will make a proposal for the team.

Looking forward to your responses.

Best,

Xxxxxxxxxx



Relevant in the UN context? Accessible to all candidates? Sufficient guidance?  
Sufficient complexity/content? Authentic? Variety of language functions/features?

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Looking forward to your responses.

Best,

Xxxxxxxxxx



Read the two scripts that follow. What UNLF level are they? Why?



# What will you pay attention to?

## Task

- Is the text the required length?
- Does the text respond effectively to the prompt?
- Is the text coherent and well organized?
- Does the text contain specific details and examples?
- Does the text stay on topic?

## Language

### Repertoire and appropriacy of use

- Has the writer appropriately used a wide range of language structures & vocabulary?

### Accuracy (grammatical and lexical control)

- Is the text accurate and largely free of mistakes?
- Do errors affect comprehension?

*Dear Boss,*

*First of all, many thanks for your notice and it is really time to apply the same work modality in our unit, while keeping the workspace very healthy.*

*In my opinion, I suggest to have only 2 staff members in each single office and maintain the safe space between them, with at least 2 meters between each desk. At the same time, we can apply alternative modality, so all staff in our unit to work one day from the office and the other day to work from home.*

*Hope that such suggestions may be of good benefit for our team.*

*Best Regards,*

*John*

Dear Jane,

Good afternoon.

*I relish having this discussion with you to foster our comfortable working environment. I would like to suggest two options from my working experience and preference of flexibility.*

*First option is to establish a free working space in our office. In my previous office, there was a furnished spacious room, which all staff can use with reservation in advance via an online platform. Some of us booked it to have a meeting, on the other hand, others utilized it for their personal works to change working environment. As a result, this room contributed to enhance productivities at both a group and an individual level.*

*Managing working hours by an online calendar is my second idea. I strongly feel that most colleagues prefer to work flexibly rather than in fixed time because it is more effective for them to spend their time depending on their needs, for example taking care of their family and self-learning. However, sharing working schedule with colleagues is essential to maintain our teamwork and maximize our outputs as a team. So, my suggestion is to utilize an online calendar to manage and share daily working schedule internally. This will lead us to better work life balance, individual capacity building, and maximized outputs in rich relationship with my colleagues.*

*To sum up, I would like to work flexibly irrespective of location to assure our better productivity and work life balance as I suggested.*

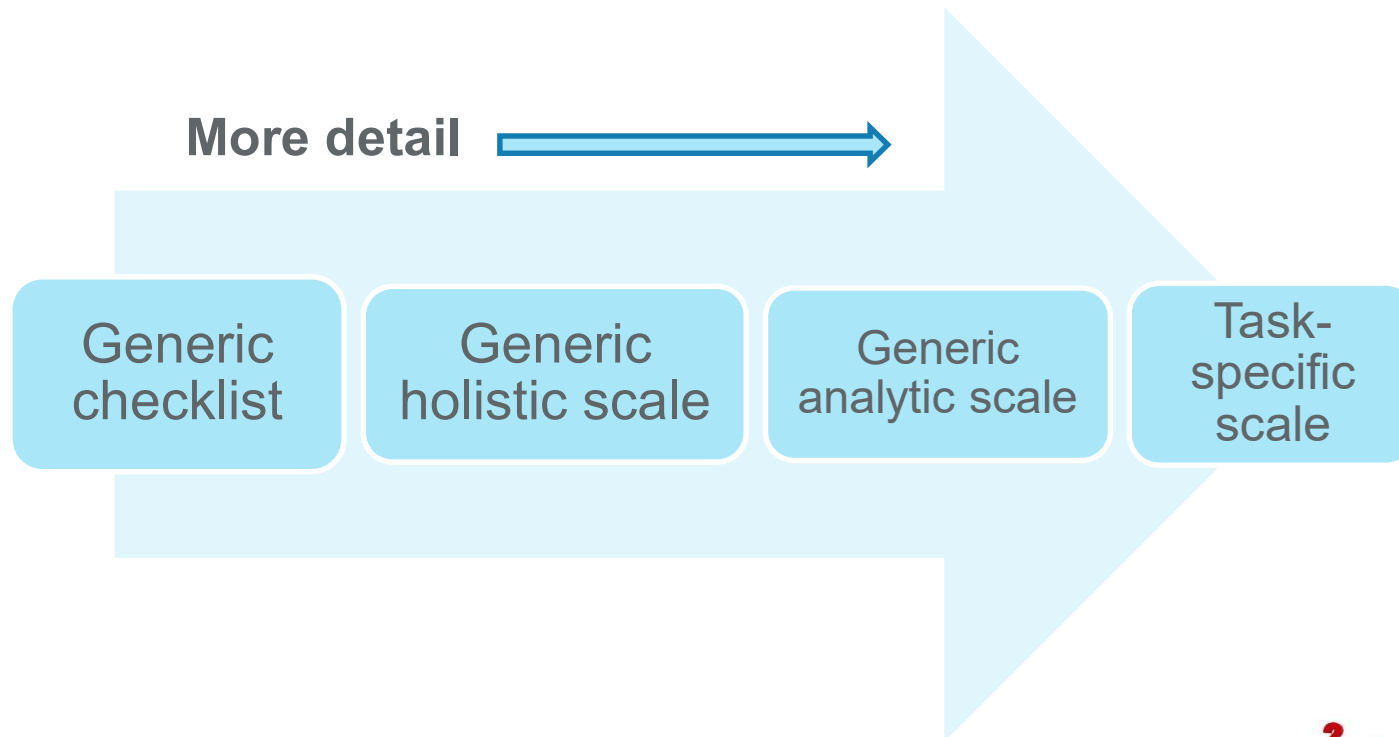
*Thank you in advance for your consideration.*

*Hanna*

UNLF	WHAT	HOW	CONDITIONS & LIMITATIONS
I	Use the language in a simple manner, in non-demanding everyday contexts and situations, when dealing with routine or predictable matters in the personal, public and professional domains, throughout the Organization	<p>Show basic linguistic competence and use a restricted range of social language conventions to meet simple communication needs.</p> <p>Show limited facility in understanding if an action or response is required and some autonomy to respond</p>	Usually require reference resources and models, templates or external help to prepare in advance, check understanding or repair communication.
II	Use the language with moderate fluency and accuracy, in everyday contexts and situations, when dealing with ordinary or general matters in the personal, public and professional domains, throughout the Organization.	<p>Show an appropriate command of a moderate range of linguistic and pragmatic competences and of social language conventions to meet ordinary general communication needs.</p> <p>Understand if any action or response is required and show adequate autonomy to respond.</p>	Often require reference resources and models or external help to prepare in advance, check understanding and improve or support communication
III	Use the language efficiently, with a high degree of fluency and accuracy, in a variety of contexts and situations, when dealing with a wide variety of general matters in the personal, public and professional domains, throughout the Organization.	<p>Show a good command of a range of linguistic and pragmatic competences and of social language conventions to meet most communication needs.</p> <p>Respond autonomously and sufficiently to most required actions.</p>	Use reference resources to confirm and refine interpretation, and to improve communication.
IV	Use the language efficiently and flexibly, consistently maintaining a high degree of fluency, accuracy and precision. Function in a large variety of demanding contexts and situations, even adverse or unpredictable, when dealing with a wide range of matters, even highly specific or sensitive, in the personal, public and professional domains, throughout the Organization.	<p>Show an excellent command of a wide range of linguistic and pragmatic competences and of social language conventions to meet any communication need.</p> <p>Respond to and follow up on any required action appropriately and without hesitation.</p>	Use reference resources to enhance communication with sophisticated precision.

## What rating scale?

Choice depends on purpose & need for detail



What type of scale will work for you? When?



## A holistic scale (adapted from Harris & McCaan 1994)

Points/Grade	DESCRIPTOR
10/9 points	Communicates all the relevant information. Hardly any mistakes of grammar, lexis, spelling or punctuation.
8/7	.....
6/5	Communicates most of the information needed. Quite a few mistakes but it is possible to understand.
4/3	.....
2/1	Has communicated very little.

# A section of an analytic scale (from a TELC business exam B1.B2)

## Content

### I Task management

## Language

### II Communicative design

### III Accuracy

### IV Vocabulary

A2	B1	B2
<p>Can express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation.</p> <p>Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse.</p> <p>Can produce a well-structured text. Can follow standard layout and paragraphing conventions.</p>	<p>Can use a wide spectrum of language functions and can react to them using common means of communication (e.g. polite forms of expression).</p> <p>Can combine simple individual elements into a connected linear text.</p>	<p>Can use simple language functions, for example exchanging information in a simple way, making simple requests, expressing opinions and attitudes.</p> <p>Can use the most common linking words (<i>and, but, because</i>) in order to connect simple sentences and word groups.</p>

reminder

Link to TELC in supplementary dossier



<b>An example of a checklist</b>	<b>YES</b>	<b>NO</b>	<b>NOT REALLY</b>	<b>LEVEL</b>
<b>TASK</b>				
Does the text/performance respond effectively to the prompt? Length?				
Is the style/ register/tone performance adequate?				
Is it coherent and well organized?				
Does it contain specific details and examples?				
<b>LANGUAGE</b>				
Has the writer/speaker appropriately used a wide range of language structures & vocabulary?				
Is the text/performance accurate and largely free of mistakes?				
Do errors affect comprehension?				
Is the pronunciation intelligible? Is it comprehensible?				



Would you agree?	YES	NO	NOT REALLY	LEVEL
<b>TASK : John</b>				
Does the text/performance respond effectively to the prompt?			√	II
Is the style/ register/tone performance adequate?		√		II
Is it coherent and well organized?			√	II
Does it contain specific details and examples?			√	II
<b>LANGUAGE</b>				
Has the writer/speaker appropriately used a wide range of language structures & vocabulary?			√	II
Is the text/performance accurate and largely free of mistakes?		√		II
Do errors affect comprehension?		√		II
Is the pronunciation intelligible? Is it comprehensible?	-----	-----	-----	-----

Would you agree?	YES	NO	NOT REALLY	LEVEL
<b>TASK : Hanna</b>				
Does the text/performance respond effectively to the prompt?	√			III
Is the style/ register/tone performance adequate?	√			III
Is it coherent and well organized?	√			III
Does it contain specific details and examples?	√			III
<b>LANGUAGE</b>				
Has the writer/speaker appropriately used a wide range of language structures & vocabulary?	√			III
Is the text/performance accurate and largely free of mistakes?			√	III
Do errors affect comprehension?		√		III
Is the pronunciation intelligible? Is it comprehensible?	-----	-----	-----	-----

## Is one performance/task enough?

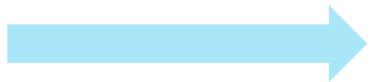


GLP approach	Definition
<b>Abilities in real life</b>	Takes into consideration the ability to speak, write, read and listen in real life situations.
<b>Interactive</b>	Considers that no skill can be independent of any other.
<b>Core</b>	Includes everything that goes into knowing and using a language.



## Some takeaways

- What is the purpose of your assessment?
- How long & detailed can/should it be?
- What level(s) are you targeting?
- What activities (skills) are you targeting?
- How good is good enough? → marking schemes



Write up your answers in your specifications

- What documentation will have to be in place (for the candidate, for the grader/interlocutor)?
- Carefully check all instructions and documentation with fellow colleagues before using them,
- The results should be the same regardless of who is in charge

**What resources are available/do you need to fulfill the above satisfactorily?**



Thanks for your attention!

