

# CEFR Speaking rubrics: A1 - C1

| A1 | Grammar   | Vocabulary  | Pronunciation   | Fluency   | Interaction  |
|----|---|---|---|---|--|
|    | Control<br>Correct<br>Collocation   | Range   | Individual sounds<br>Phrasing   | Promptness  | Responsiveness/Responding<br>Support required  |
| 5  | Shows some simple structures correctly but makes some mistakes, although meaning is generally clear.<br><br>Can join ideas with some simple links (e.g. and, but, then, where)... | Uses the vocabulary required to deal with all test tasks.<br><br>Responds at word, phrase or longer utterance level.                                      | Is mostly intelligible.<br><br>Has limited control of word stress and intonation.                       | Almost always responds promptly, although there may be hesitation and some pausing mid-utterance. | Responds appropriately to instructions, questions and visual prompts, and very little support is required.<br><br>Is able to ask for support if required.                |
| 4  | <i>Performance shares features of Bands 3 and 5</i>   |   |   |   |  |
| 3  | Produces some simple structures but makes some basic mistakes which may obscure meaning.<br><br>Can join ideas with a few simple links (e.g. and)...                              | Uses the vocabulary required to deal with most test tasks.<br><br>Generally responds at word or phrase level but may also produce some longer utterances. | Is mostly intelligible, although some sounds may be unclear.<br><br>Has limited control of word stress. | Often responds promptly, although there may be hesitation and pausing mid-utterance.              | Responds appropriately to instructions, questions and visual prompts, although some support is required.<br><br>Is able to ask for support if required.                  |
| 2  | <i>Performance shares features of Bands 1 and 3</i>   |   |   |   |  |
| 1  | Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.<br><br>Can join words with simple links (e.g. and)...                                   | Uses the vocabulary required to attempt some test tasks.<br><br>Generally responds at word level but may also produce phrases.                            | Sometimes may be difficult to understand.   | There is hesitation and pausing mid-utterance; responses may be delayed or halting.               | Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.<br><br>May attempt to ask for support if required. |
| 0  | <i>Performance does not satisfy the Band 1 descriptor</i>   |   |   |   |  |

| A2 | Grammar and Vocabulary   | Pronunciation  | Interactive Communication  |
|----|--|--|--|
| 5  | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support.                              |
| 4  | <i>Performance shares features of Bands 3 and 5.</i>   |  |  |
| 3  | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.                       | Is mostly intelligible, despite limited control of phonological features.                                | Maintains simple exchanges, despite some difficulty. Requires prompting and support.                 |
| 2  | <i>Performance shares features of Bands 1 and 3.</i>   |  |  |
| 1  | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.                                    | Has very limited control of phonological features and is often unintelligible.                           | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0  | <i>Performance below Band 1.</i>   |  |  |

# Rubrics Cefr Speaking

**Paula Winke, Tineke Brunfaut**



## **Rubrics Cefr Speaking:**

**A Practical Guide to Language Assessment** Ildiko Porter-Szucs, Cynthia J. Macknish, Suzanne Toohey, 2025-02-03 An essential resource on effective language assessment invaluable for a new generation of teachers and education researchers A Practical Guide to Language Assessment helps educators at every level redefine their approach to language assessment Grounded in extensive research and aligned with the latest advances in language education this comprehensive guide introduces foundational concepts and explores key principles in test development and item writing Authored by a team of experienced language teacher educators this book addresses the potential impacts of poorly designed tools and prepares teachers to make informed effective assessment decisions Perfect for developing test blueprints and crafting effective assessment tools including those for young learners A Practical Guide to Language Assessment bridges the gap between theory and practice to provide the real world training educators need to successfully navigate the complexities of modern language assessment Clear and accessible chapters highlight the critical role of well designed assessments emphasize the importance of selecting appropriate tools to accurately measure student proficiency and discuss recent innovations and emerging needs With practical examples and a focus on current innovations including ungrading and the use of AI A Practical Guide to Language Assessment Explains the foundational concepts of language assessment with practical examples and clear explanations Bridges theoretical principles with practical applications enabling educators to create effective test blueprints and assessment items and tasks Provides up to date coverage of timely topics such as the integration of AI in assessments and the ethical and legal considerations of language testing Features a wealth of in depth examples of how theoretical concepts can be operationalized in practice A Practical Guide to Language Assessment is an essential read for students in language education as well as teachers assessment managers professional development trainers and policymakers in language program evaluation

**Teaching Listening and Speaking in Second and Foreign Language Contexts**

Kathleen M. Bailey, 2020-03-05 This book guides language teachers in planning and teaching activities that promote the development of speaking and listening skills at all levels of target language proficiency for teachers of any modern language Kathleen M Bailey draws on her extensive experience as a language teacher teacher educator and language learner to interweave practical activities with the research and theory that support their use Activities include the use of pictures songs drama techniques tasks and projects to promote the development of speaking and listening skills The author shares reflections of her own and encourages readers to reflect on their own experiences and become aware of their existing mental constructs through multiple reflection tasks and discussion questions Each chapter provides focusing questions The systematic chapter structure scaffolds the readers understanding of the concepts explored which include communication strategies interactive and non interactive listening speaking anxiety accentuatedness and intelligibility and much more Through its companion website this book provides access to resources that enable readers to continue their own professional

development as teachers of listening and speaking in second and foreign language contexts      *Assessing Speaking in Context* M. Rafael Salaberry, Alfred Rue Burch, 2021-07-23 This edited volume investigates the nature and possible applications of an expanded and reconceptualized theoretical construct of speaking as a dynamic socially constructed endeavour It addresses both theoretical perspectives and methodological procedures to define and circumscribe the assessment of contextualized speaking The chapters focus on the complexity brought about by actual interactional competence in speaking tasks and discuss how testing and assessment models and practices can incorporate recent research findings on the inherently dynamic and situated nature of language use The volume presents research on language assessment in a variety of languages other than English including French Chinese and Japanese It also examines the role that embodied action gaze gesture orientation to materials and texts in the environment plays in assessment practices an area that has heretofore remained under explored Chapter 6 is free to download as an open access publication under a CC BY NC ND licence You can access it here <https://zenodo.org/record/5163340/files/YQvJ0IhKjcs>

**Another Generation of Fundamental Considerations in Language Assessment** Gary J. Ockey, Brent A. Green, 2020-11-23 This edited book is a collection of papers written by language assessment professionals to reflect the guidance of Professor Lyle F Bachman one of the leading second language assessment experts in the field for decades It has three sub themes assessment of evolving language ability constructs validity and validation of language assessments and understanding internal structures of language assessments It provides theoretical guidelines for practical language assessment challenges Chapters are written by language assessment researchers who graduated from the University of California Los Angeles where Professor Bachman trained them including the book editors

**Teaching and Researching Speaking** Rebecca Hughes, Beatrice Szczepek Reed, 2016-12-19 *Teaching and Researching Speaking* provides an overview of the main approaches to researching spoken language and their practical application to teaching classroom materials and assessment The history and current practices of teaching and researching speaking are presented through the lens of bigger theoretical issues about the object of study in linguistics social attitudes to the spoken form and the relationships between spoken and written language A unique feature of the book is the way it clearly explains the nature of speaking and how it is researched and puts it into the context of a readable and holistic overview of language theory This new edition is fully updated and revised to reflect the latest developments on classroom materials and oral assessment as well as innovations in conversation analysis The resources section is brought up to date with new media and currently available networks online corpora and mobile applications This is a key resource for applied linguistics students English language teachers teacher trainers and novice researchers

**The Routledge Handbook of Second Language Acquisition and Language Testing** Paula Winke, Tineke Brunfaut, 2020-12-27 This Handbook with 45 chapters written by the world's leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language

performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers

**The Handbook of Research in World Language Instruction** Victoria Russell, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J.

Moeller, Krishauna Hines-Gaither, 2025-06-05 This seminal handbook provides a comprehensive overview of the research on world language education and how that research can transform into effective and daily instructional practices for K 16 language teachers With contributions from leading scholars in the field the volume addresses cutting edge research trends and practice Covering key topics in language education the volume is organized in six sections Teaching Methods and Approaches Culture Pragmatics and Intercultural Communicative Competence Assessment and Program Evaluation Diversity Equity and Inclusion in the World Language Classroom Technology Integration and Online Language Teaching and Learning and Key Issues in World Language Instruction including advocacy teacher recruitment and retention and professional development This handbook is an essential text for all scholars researchers and educators in world languages

*Assessing Academic English for Higher Education Admissions* Xiaoming Xi, John M. Norris, 2021-05-26 *Assessing Academic English for Higher Education Admissions* is a state of the art overview of advances in theories and practices relevant to the assessment of academic English skills for higher education admissions purposes The volume includes a brief introduction followed by four main chapters focusing on critical developments in theories and practices for assessing reading listening writing and speaking of which the latter two also address the assessment of integrated skills such as reading writing listening speaking and reading listening speaking Each chapter reviews new task types scoring approaches and scoring technologies and their implications in light of the increasing use of technology in academic communication and the growing use of English as a lingua franca worldwide The volume concludes with recommendations about critical areas of research and development that will help move the field forward *Assessing Academic English for Higher Education Admissions* is an ideal resource for researchers and graduate students in language testing and assessment worldwide

**Disfluency and Proficiency in Second Language Speech Production** Simon Williams, 2023-01-01 This book explores the concept of disfluency in speech production particularly as it occurs in the context of second language acquisition Drawing on examples from learner speech at three levels beginner intermediate and advanced the author argues that acquiring target language norms for performing disfluency is essential to an individual being recognized as fluent in a language by fellow speakers Starting with a survey of

the psycholinguistic research in this area he then applies a sociolinguistic lens to examine how a learner's social and educational background impacts the types of disfluencies in their speech. This book will be of interest to readers in fields such as applied linguistics and second language acquisition psychology and education.

Empowering EFL Students in Indonesia Abdul Aziz, Putri Martya Candra Pratiwi, 2025-02-09 Empowering EFL Students in Indonesia offers a deep dive into the real world challenges and solutions in English language education across the Indonesian archipelago. Written by an educator couple with firsthand experience in rural and urban classrooms, this comprehensive guide brings together theory, practice, and context-specific innovation. Spanning 12 chapters, the book explores how targeted instructional interventions grounded in local culture, bilingual approaches, and digital tools can empower English as a Foreign Language (EFL) students in both resource-rich and resource-limited settings. Designed for teachers, researchers, curriculum developers, and education policymakers, this book serves as a roadmap for building more inclusive, effective, and engaging EFL learning experiences in Indonesia. It offers frameworks, case studies, and actionable tools for designing interventions that respond to diverse learner needs.

Language Testing and Assessment Aek Phakiti, 2025-09-18 This book covers crucial knowledge and skill sets for developing language tests and setting assessments. Aimed at practitioners of applied linguistics and TESOL, the book covers the theoretical and methodological framework and rationale for language test use, assessment techniques in different language skills, and basic strategies for analysis of test quality. It stresses the importance of test reliability, validity, and fairness in language assessment, provides its audience with theoretical and practical knowledge in language assessment, forms an accessible gateway into the often intimidating world of language assessment, and a unique opportunity for the readers to ground their knowledge of principles in language assessment research. This book equips readers with the ability to use theories and principles in language testing and assessment to design and use language tests and assessments optimally, given the available time and resources in a given context, and promote good practice and research in language testing and assessment.

English Education at the Tertiary Level in Asia Eun Sung Park, Bernard Spolsky, 2017-03-16 This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education. Put together by editors and contributors selected by Asia TEFL, this book provides a timely and critical review of the current trends in tertiary level English education in Asia. It foregrounds the developments and trends, policies, and implementation, as well as research and practice. Written by ELT scholars and educational leaders, this book presents articles on China, Hong Kong, India, Japan, Korea, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. While the authors focus on their own local issues, providing an overview of the state of tertiary English teaching in their respective territories, they also provide insights from their successes and failures, which can help inspire solutions to similar challenges faced internationally in the field. Chapters in the book include: Heading toward the global standardization of English education in Korean universities; English in tertiary education in India: A Janus-faced perspective with special reference to University of Delhi; Developing English

language skills in the Singapore higher education context  
 language testing in the Singapore higher education context  
 This book will be valued by administrators researchers and scholars interested in bilingualism language policy and planning in higher education  
*Local Language Testing* Xun Yan, Slobodanka Dimova, April Ginther, 2023-07-18 This book describes language testing practices that exist in the intermediate space between large scale standardized testing and classroom assessment an area that is rarely addressed in language testing literature Drawing empirical research on a variety of languages the volume discusses local language tests ability to represent local contexts and values explicitly and purposefully embed test results within instructional practice and provide data for program evaluation and research Although local testing practices have been grounded in the theoretical principles of language testing the authors in this volume supplement the theoretical content with practical examples of how local tests can be designed to effectively function within and across different institutional contexts  
*Multiple Perspectives on Learner Interaction* William J. Crawford, 2021-09-07 In the field of Second Language Studies shared datasets provide a valuable contribution to second language research as many variables are held constant e.g. participants tasks research context thus allowing for an evaluation of theoretical and/or methodological perspectives that may not otherwise be comparable This edited volume includes a wide range of studies using a common dataset the Corpus of Collaborative Oral Tasks The corpus includes 820 spoken tasks 268 927 words carried out by dyads of L2 English speakers primarily Chinese and Arabic learners Studies included in the book are categorized into three main traditions learner corpus research Task Based Language Teaching and assessment Because the corpus contains text and sound files both lexico grammatical and phonological analyses are included Intended for researchers in the field of Second Language Studies with an interest in oral interaction research this book provides a collection of methodological pedagogical and assessment studies using a common dataset  
**Contemporary ELT Strategies in Engineering Pedagogy** S. Mekala, Geetha R, 2022-03-17 This book explores innovative pedagogical practices and teaching and learning strategies in the engineering curriculum for empowered learning It highlights the urgency for developing specific skill sets among students that meet the current market recruitment needs The authors present a detailed framework for fostering a higher level of competence in students especially in their communication skills their knowledge of media and technology tools and their leadership skills The book offers examples of new and effective teaching strategies including cognitive metacognitive and socio affective strategies which align well with the existing and evolving technical curriculum The book will be of interest to teachers students and researchers of education engineering and higher education It will also be useful for English language teachers educators and curriculum developers  
**Improving Learner Reflection for TESOL** Li-Shih Huang, 2021-06-03 Presenting comprehensive research conducted with learners and educators in a range of settings this volume showcases self reflection as a powerful tool to enhance student learning The text builds on empirical insights to illustrate how language professionals can foster critical self reflection amongst learners of English as an additional language This text uses

ecologically sensitive practitioner research that addresses issues of both practical and pedagogical significance in the fields of TESOL language teaching and learning and teacher education By synthesizing interdisciplinary research and theory chapters show how various types of self reflection including guided and non guided group and individual forms and written oral and technology mediated reflection can promote autonomous self regulated learning amongst students at various levels Whilst offering readers a strong grounding in the theoretical and empirical knowledge that supports self reflection the volume gives constant attention is given to praxis with a focus on effective pedagogical strategies and tools needed to implement encourage and evaluate critical learner reflection in readers own teaching or research This volume will be a critical resource for language teaching professionals interested in critical learner reflection including in service pre service and teacher educators in the field of TESOL Scholars and researchers in the fields of applied linguistics and language education more broadly will find this volume valuable English Language Proficiency Assessments for Young Learners

Mikyung Kim Wolf,Yuko Goto Butler,2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment **Assessment in Second Language Pronunciation** Okim

Kang,April Ginther,2017-07-14 Assessment in Second Language Pronunciation highlights the importance of pronunciation in the assessment of second language speaking proficiency Leading researchers from around the world cover practical issues as well as theoretical principles enabling the understanding and application of the theory involved in assessment in pronunciation Key features of this book include Examination of key criteria in pronunciation assessment including intelligibility comprehensibility and accentedness Exploration of the impact of World Englishes and English as a Lingua Franca on pronunciation assessment Evaluation of the validity and reliability of testing including analysis of scoring methodologies Discussion of current and future practice in assessing pronunciation via speech recognition technology Assessment in Second Language Pronunciation is vital reading for students studying modules on pronunciation and language testing and assessment **Advancing Natural Language Processing in Educational Assessment** Victoria

Yaneva,Matthias von Davier,2023-06-05 Advancing Natural Language Processing in Educational Assessment examines the



use of natural language technology in educational testing measurement and assessment Recent developments in natural language processing NLP have enabled large scale educational applications though scholars and professionals may lack a shared understanding of the strengths and limitations of NLP in assessment as well as the challenges that testing organizations face in implementation This first of its kind book provides evidence based practices for the use of NLP based approaches to automated text and speech scoring language proficiency assessment technology assisted item generation gamification learner feedback and beyond Spanning historical context validity and fairness issues emerging technologies and implications for feedback and personalization these chapters represent the most robust treatment yet about NLP for education measurement researchers psychometricians testing professionals and policymakers The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution NonCommercial No Derivatives 4.0 license

**Changing Language Assessment** Sahbi Hidri, 2020-04-08 This edited book brings together fifteen original empirical studies from a variety of international contexts to provide a detailed exploration of language assessment testing and evaluation Language assessment has a key role in the development and implementation of language and educational policies at the national level and this book examines some of the impacts both positive and negative of different skills testing and examination approaches on learning outcomes and individual students language learning This book will be of interest to scholars working in applied linguistics and language education teacher training testing and evaluation as well as stakeholders such as practitioners educators educational agencies and test developers

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