## CEFR Speaking ribrics: A1 - C1

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

| 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 | *Performance shares features of Bands 3 and 5.* | | |
| 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 | *Performance shares features of Bands 1 and 3.* | | |
| 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 | *Performance below Band 1.* | | |

# Rubrics Cefr Speaking

Ildiko Porter-Szucs,Cynthia J. Macknish,Suzanne Toohey

**Rubrics Cefr Speaking:**

**CEFR-informed Learning, Teaching and Assessment** Noriko Nagai,Gregory C. Birch,Jack V. Bower,Maria Gabriela Schmidt,2020-07-21 This book is a practical guide to the Common European Framework of Reference for Languages Learning Teaching Assessment CEFR Council of Europe 2001 and the CEFR Companion Volume CEFR CV COE 2018 which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe It helps practitioners to i grasp essential and core concepts of the Common European Framework of Reference ii identify parts of the CEFR and the CEFR CV as well as other CEFR related resources and documents that are relevant for readers different purposes and iii utilise and adapt these resources for their own needs Written by practitioners for practitioners this hands on guide covers the philosophy of the CEFR curricula assessment learner autonomy the task based approach and teacher development Logically explaining all aspects of the framework and its application this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV The book will appeal to a wide audience including teacher educators curriculum and materials developers examination boards unfamiliar with the CEFR university language departments and language centres responsible for developing their own curricula teaching learning approaches and assessment instruments and policy makers wanting to learn more about the implications of adopting the CEFR It is a guidebook a reference book and a workbook all in your hand *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 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 **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 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 accentedness 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 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 ELT at tertiary institutions in China A developmental perspective This book will be valued by administrators researchers and scholars interested in bilingualism language policy and planning in higher 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 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 *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 YQvJ0IhKjcs **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 **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 **Chinese as a Second Language Multilinguals' Speech Competence and Speech Performance** Peijian Paul Sun,2020-08-19 This book offers a comprehensive and systematic review of multilingual L2 learners spoken Chinese focusing on the dual dimensions of speech competence and speech performance Specifically by adopting a mixed methods approach it explores the cognitive affective and socio cultural differences between intermediate and advanced multilingual learners L2 Chinese speech competence and speech performance Drawing on a

theoretical framework underpinned by the affective filter hypothesis L2 willingness to communicate model L2 motivational self system and L2 speech production models this book not only contributes to our theoretical understanding of the roles of various factors in L2 Chinese speech competence and speech performance but also offers practical insights into the implications for both teachers and learners in terms of how to minimize the gap between these two dimensions among L2 Chinese learners It concludes with a discussion on the limitations of L2 Chinese speech and on future directions for the field

**Examining Young Learners: Research and Practice in Assessing the English of School-age Learners** Szilvia Papp,Shelagh Rixon,2018 The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by considering children s L2 needs typical patterns of development and the role of instruction and assessment in how children learn Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children *Course Design for TESOL* Florin Mihai,Kerry Purmensky,2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program Although the authors assume readers have a basic knowledge of English grammar this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course Part I explores the basic language acquisition theories and their influences on current teaching practices in the field Part II then moves on to the core elements of designing a curriculum or course conducting the needs analysis setting of course goals objectives designing the syllabus and writing lesson plans Part III Instructional Activities and Assessment Techniques features chapters on the teaching of listening speaking reading writing grammar and culture Within each of these chapters the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one and then offer four sample activities one for each type of syllabus and guidance on assessing that skill The activities can be adapted for use in a variety of classrooms and settings Part IV addresses contemporary trends curriculum issues in North America and Europe standards and educational policy practices in teaching in Asia particularly China and Korea and technology enhanced learning **The**

**Routledge Handbook of Second Language Acquisition and Speaking** Tracey M. Derwing,Murray J. Munro,Ron I. Thomson,2022-03-10 This Handbook is a comprehensive volume outlining the foremost issues regarding research and teaching of second language speaking examining such diverse topics as cognitive processing articulation knowledge of pragmatics instruction in sub components of speaking e g grammar pronunciation and vocabulary and the attrition of the first language Outstanding academics have contributed chapters to provide an integrated and inclusive perspective on oral language skills Specialized contexts for speaking are also explored e g English as a Lingua Franca workplace and interpreting The Routledge Handbook of Second Language Acquisition and Speaking will be an indispensable resource for students and scholars in applied linguistics cognitive psychology linguistics and education **ELT in Asia in the Digital Era: Global Citizenship and Identity** Suwarsih Madya,Fuad Abdul Hamied,Willy A. Renandya,Christine Coombe,Yazid Basthomi,2018-06-22 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era s impact on English teaching in non English speaking countries English used in the global environment the frequent mobile communication and the use of AI based translators are bringing about dramatic changes in our English language learning and teaching Who can provide us the wisdom to know what to do Those scholars going through these complex environmental changes A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book It s indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts *Meaningful Language Test Scores* Spiros Papageorgiou,Venessa F. Manna,2023-06-15 Research on how stakeholders interpret language test scores and how they make decisions about language proficiency is critical because score based decisions can be extremely consequential for test takers score users such as educational institutions and employers and the society overall This edited volume is intended as a primary resource for language assessment researchers developers and policy makers interested in efficiently communicating score information related to language proficiency Its nine chapters report on complicated often behind the scenes research efforts to enhance the interpretation of English language test scores developed by ETS by employing diverse methodologies such as vertical linking score mapping standard setting scale anchoring and score concordance In a post pandemic era full of challenges and change in the field of language assessment this volume highlights the ethical responsibility of test providers to engage in sometimes challenging research and development efforts to better serve score users **Advances in Second and Foreign Language Acquisition** Christine Savvidou,Georgios P. Georgiou,Aretousa Giannakou,2025-09-26 This book offers new empirical insights into second language acquisition and multilingual education Drawing on diverse theoretical frameworks it explores the intersections of multilingualism and language pedagogy across varied global contexts Organised into three thematic sections the volume brings together thirteen studies first presented at the 2024 annual Advances in Second and Foreign Language Acquisition conference at the University of Nicosia It spans topics such as Teaching Greek to Speakers of Other Languages intercultural

communicative competence task based instruction and the cognitive dimensions of language learning Contributions are grounded in sociocultural theory complex dynamic systems theory and intercultural communicative competence highlighting issues of integration learner identity and linguistic diversity Bridging both regional and international contexts this book is a valuable resource for researchers educators and policymakers engaging with contemporary challenges facing second and foreign language education **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 has been made available under a Creative Commons Attribution NonCommercial No Derivatives 4 0 license Proceedings of the International Joint Conference on Arts and Humanities 2023 (IJCAH 2023) Ali Mustofa,Ima Widiyanah,Binar K. Prahani,Imami A. T. Rahayu,Moh. Mudzakkir,Cicilia D. M. Putri,2023-12-18 This is an open access book Welcome to the International Joint Conference on Arts and Humanities 2023 held by State University of Surabaya This joint conference features four international conferences the International Conference on Education Innovation ICEI 2023 the International Conference on Cultural Studies and Applied Linguistics ICCSAL 2023 the International Conference on Research and Academic Community Services ICRACOS 2023 and the International Conference of SocialScience and Law ICSSL 2023 It encourages dissemination of ideas in arts and humanity and provides a forum for intellectuals from all over the world to discuss and present their research findings on the research area This conference was held in Surabaya East Java Indonesia on August 26th 2023 September 10th 2023

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