

**Appendix 2 – CEFR Table 2: Self-assessment grid (with online interaction and mediation)**

RECEPTION	A1	A2	B1	B2	C1	C2
<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

INTERACTION	A1	A2	B1	B2	C1	C2
<b>Spoken Interaction</b>	<p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.</p> <p>I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions.</p> <p>I can use language flexibly and effectively for social and professional purposes.</p> <p>I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms.</p> <p>I can express myself fluently and convey finer shades of meaning precisely.</p> <p>If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
<b>Written and online Interaction</b>	<p>I can post short, simple greetings as statements about what I did and how I liked it, and can respond to comments in a very simple way.</p> <p>I can react simply to other posts, images and media.</p> <p>I can complete a very simple purchase, filling in forms with personal details.</p>	<p>I can engage in basic social interaction, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions.</p> <p>I can complete simple transactions such as ordering goods, can follow simple instructions and can collaborate in a shared task with a supportive interlocutor.</p>	<p>I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand.</p> <p>I can ask for or give simple clarifications and can respond to comments and questions in some detail.</p> <p>I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.</p>	<p>I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally cooperative.</p> <p>I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.</p>	<p>I can understand the intentions and implications of other contributions on complex, abstract issues and can express myself with clarity and precision, adapting my language and register flexibly and effectively.</p> <p>I can deal effectively with communication problems and cultural issues that arise by clarifying and exemplifying</p>	<p>I can express myself in an appropriate tone and style in virtually any type of written interaction.</p> <p>I can anticipate and deal effectively with possible misunderstandings, communication issues and emotional reactions, and adjusting language and tone flexibly and sensitively as appropriate.</p>

PRODUCTION	A1	A2	B1	B2	C1	C2
<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>Written Production</b>	I can write simple isolated phrases and sentences.	I can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	I can write straightforward connected text on topics which are familiar or of personal interest.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

MEDIATION	A1	A2	B1	B2	C1	C2
<b>Mediating a text</b>	I can convey simple, predictable information given in short, simple texts like signs and notices, posters and programmes.	I can convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.	I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	I can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to my own fields of interest, provided that I can occasionally check particular technical concepts.	I can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
<b>Mediating concepts</b>	I can invite others' contributions using short, simple phrases. I can use simple words and signals to show my interest in an idea and to confirm that I understand. I can express an idea very simply and ask others whether they understand me and what they think.	I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided I can ask for repetition or reformulation from time to time. I can make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas.	I can help define a task in basic terms and ask others to contribute their expertise. I can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made. I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.	I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions. I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.	I can acknowledge different perspectives in guiding a group, asking a series of open questions that build on different contributions in order to stimulate logical reasoning, reporting on what others have said, summarising, elaborating and weighing up multiple points of view, and tactfully helping steer discussion towards a conclusion.	I can guide the development of ideas in a discussion of complex abstract topics, encouraging others to elaborate on their reasoning, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.
<b>Mediating communication</b>	I can facilitate communication by showing my welcome and interest with simple words and non-verbal signals, by inviting others to speak and indicating whether I understand. I can communicate other people's personal details and very simple, predictable information, provided other people help me with formulation.	I can contribute to communication by using simple words to invite people to explain things, indicating when I understand and/or agree. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs. I can recognise when speakers disagree or when difficulties occur and can use simple phrases to seek compromise and agreement.	I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification. I can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things.	I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and view-points, and inviting participants to react to each other's ideas. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.	I can mediate a shared communication culture by managing ambiguity demonstrating sensitivity to different viewpoints, and heading off misunderstandings. I can communicate significant information clearly, fluently and concisely as well as explaining cultural references. I can use persuasive language diplomatically.	I can mediate effectively and naturally between members of my own and other communities; taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.

**Appendix 3 – CEFR Table 3: Qualitative features of spoken language (expanded with phonology)**

	<b>RANGE</b>	<b>ACCURACY</b>	<b>FLUENCY</b>	<b>INTERACTION</b>	<b>COHERENCE</b>	<b>PHONOLOGY</b>
<b>C2</b>	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility is not affected in any way by features of accent that may be retained from other language(s).
<b>C1</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.  Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Can employ the full range of phonological features in the TL with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the TL; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all.
<b>B2+</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.  Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.
<b>B2</b>						
<b>B1+</b>						
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.  Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
A2+	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements.  can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.
A2						
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details.  Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.  Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.

**Appendix 4 – Manual Table C4: Written assessment grid**

	OVERALL	RANGE	COHERENCE	ACCURACY	DESCRIPTION	ARGUMENT
C2	<p>Can write clear, <i>highly accurate</i> and smoothly flowing complex texts in an appropriate and effective <i>personal style</i> conveying finer shades of meaning.</p> <p>Can use a logical structure which helps the reader to find significant points.</p>	<p>Shows great flexibility in <i>formulating</i> ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.</p>	<p>Can create coherent and cohesive texts making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.</p>	<p>Maintains consistent and <i>highly accurate</i> grammatical control of <i>even the most complex language forms</i>. <i>Errors are rare and concern rarely used forms</i>.</p>	<p>Can write clear, smoothly flowing and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</p>	<p>Can produce clear, smoothly flowing, complex reports, articles and essays which present a case or give critical appreciation of proposals or literary works.</p> <p>Can provide an appropriate and effective logical structure which helps the reader to find significant points.</p>
C1	<p>Can write clear, well-structured and <i>mostly accurate</i> texts of complex subjects.</p> <p>Can <i>underline</i> the relevant salient issues, <i>expand and support</i> points of view at some length with subsidiary points, reasons and relevant examples, and <i>round off</i> with an appropriate conclusion.</p>	<p>Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. <i>The flexibility in style and tone is somewhat limited.</i></p>	<p>Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	<p>Consistently maintains a high degree of grammatical accuracy; <i>occasional errors in grammar, collocations and idioms.</i></p>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a mostly assured, personal, natural style appropriate to the reader in mind.</p>	<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support point of view with some subsidiary points, reasons and examples.</p>
B2	<p>Can write clear, detailed <i>official and semi-official</i> texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.</p> <p>Can <i>make a distinction between formal and informal language</i> with occasional <i>less appropriate expressions</i>.</p>	<p>Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, using some complex sentence forms to do so. <i>Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypic.</i></p>	<p>Can use a number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some "jumpiness" in a longer text.</p>	<p>Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.</p>	<p>Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</p> <p>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</p> <p>Can write a review of a film, book or play.</p>	<p>Can write an essay or report that develops an argument systematically with appropriate highlighting of some significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.</p> <p>Can write an essay or report which develops an argument, giving some reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesise information and arguments from a number of sources.</p>

	OVERALL	RANGE	COHERENCE	ACCURACY	DESCRIPTION	ARGUMENT
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. <i>The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.</i>	Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more common situations. <i>Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.</i>	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and non-routine matters, within his field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". <i>Longer texts may contain expressions and show coherence problems which makes the text hard to understand.</i>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information mainly in everyday situations.	Can link groups of words with simple connectors like "and", "but" and "because".	Uses simple structures correctly, but still systematically makes basic mistakes. <i>Errors may sometimes cause misunderstandings.</i>	Can write very short, basic descriptions of events, past activities and personal experiences. Can write short simple imaginary biographies and simple poems about people.	
A1	Can write simple isolated phrases and sentences. <i>Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand.</i>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Can link words or groups of words with very basic linear connectors like "and" and "then".	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. <i>Errors may cause misunderstandings.</i>	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.	