

Appendices

Appendix 1: Sample Data Collection Questionnaire

Teacher's Name: _____

Sector: Lower Secondary Upper Secondary
 Commercial & Professional Schools
 Adult Education Other: please specify:

Level of
English Year of English study/Level:

The Learner

Name: Sex: M: F:

Mother Tongue: Age:

Please rate the learner for each of the 50 items on the questionnaire using the following scale. Please cross the appropriate number next to each item:

This describes a level which is definitely beyond his/her capabilities.

Could not be expected to perform like this.

Could be expected to perform like this provided that circumstances are favorable, for example if he/she has some time to think about what to say, or the interlocutor is tolerant and prepared to help out.

Could be expected to perform like this without support in normal circumstances.

Could be expected to perform like this even in difficult circumstances, for example when in a surprising situation or when talking to a less co-operative interlocutor.

This describes a performance which is clearly below his/her level. Could perform better than this.

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Please rate the learner for each item using the scale defined on the last page. Please cross the appropriate number next to each item: û

0	1	2	3	4
Describes a level <i>beyond</i> his/her capabilities	Yes, in favorable circumstances	Yes, in normal circumstances	Yes, even in difficult circumstances	Clearly better than this

SPOKEN TASKS

Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.

Can use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets.

Can cope with less routine situations in shops, post office, bank, e.g., asking for a larger size, returning an unsatisfactory purchase.

Can negotiate a price e.g. for a second hand car, bike.

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Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature.

Can give simple directions and instructions e.g. explain how to get somewhere; how to play a game.

Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.

Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.

Can make a phone call to book a hotel, order a book etc., coping with the switchboard, wrong numbers, bad lines etc. and deliver a short prepared statement.

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Please rate the learner for each item using the scale defined on the last page. Please cross the appropriate number next to each item: û

0	1	2	3	4
Describes a level <i>beyond</i> his/her capabilities	Yes, in favorable circumstances	Yes, in normal circumstances	Yes, even in difficult circumstances	Clearly better than this

Can enter unprepared into conversations on familiar topics.

Can make an introduction and use basic greeting and leave-taking expressions..

Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

Can discuss topics of interest.

Can discuss in a simple way how to organise an event e.g. an outing.

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Can seek and respond to opinion on familiar subjects.

Can express belief, opinion, agreement and disagreement.

Can give brief comments on others' views during discussion.

Can explain a problem and make it clear that his counterpart in a negotiation must make a concession.

Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do.

Can describe their family, living conditions, educational background, present or most recent job.

Please rate the learner for each item using the scale defined on the last page. Please cross the appropriate number next to each item: ù

0	1	2	3	4
Describes a level <i>beyond</i> his/her capabilities	Yes, in favorable circumstances	Yes, in normal circumstances	Yes, even in difficult circumstances	Clearly better than this

Can describe events, real or imagined.

Can narrate a story.

Can briefly give reasons and explanations for opinions, plans and actions.

COMPREHENSION

Can generally understand clear, standard speech on familiar matters directed at him, provided he/she can ask for repetition or reformulation from time to time.

Can understand key words and phrases in conversations between native speakers and use them to follow the topic.

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Native speakers need to keep their language clear and simple, as far as possible avoiding use of idiomatic expressions and complex information structuring in order for him/her to understand.

Often needs a good deal of paraphrase and explanation when speaker is attempting to convey or obtain detailed information in order to be able to understand.

INTERACTION STRATEGIES

Can regularly join in a conversation, but may often do so inappropriately.

Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.

Can ask for clarification about key words not understood using stock phrases.

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Please rate the learner for each item using the scale defined on the last page. Please cross the appropriate number next to each item: û

0	1	2	3	4
Describes a level <i>beyond</i> his/her capabilities	Yes, in favorable circumstances	Yes, in normal circumstances	Yes, even in difficult circumstances	Clearly better than this

Can rehearse and try out new combinations and expressions, inviting feedback.

Can use a simple word meaning something similar to the concept he wants to convey and invites "correction."

Can define the features of something concrete for which he can't remember the word.

Is conscious of when he/she mixes up tenses, words and expressions, and tries to self correct.

QUALITIES OF SPOKEN PERFORMANCE

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 exploit a wide range of simple language flexibly to express much of what he or she wants to.

Can cope with unpredictable elements in familiar situations.

Can interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted.

Can link a series of shorter, discrete simple elements into a connected discourse.

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Please rate the learner for each item using the scale defined on the last page. Please cross the appropriate number next to each item: û

0	1	2	3	4
Describes a level <i>beyond</i> his/her capabilities	Yes, in favorable circumstances	Yes, in normal circumstances	Yes, even in difficult circumstances	Clearly better than this

Has a repertoire of basic language which enables him or her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.

Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

Can use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.

Can use some simple structures correctly, but still systematically makes basic mistakes.

Stress and intonation are very foreign, but can be followed okay nearly all the time.

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Beginning to show awareness of the rules and conventions governing social interaction but still frequently fails to recognise nuances in tone of voice and to respond appropriately.

Can make a crude formal/informal distinction of register, but often mixes formal and informal elements in his/her speech.

WRITING TASKS

Can fill in uncomplicated forms with personal details name, address, nationality, marital status.

Can write simple notes to friends.

Can write personal letters to a friend, host etc. giving and asking for news.

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Appendix 2: Sample Rating Conference Mini-questionnaire

Please rate the learner for each item.

Please cross the appropriate number next to each item: û

0	1	2	3	4
Describes a level <i>beyond</i> his/her capabilities	Yes, in favorable circumstances	Yes, in normal circumstances	Yes, even in difficult circumstances	Clearly better than this

Virginie

Your Name:

Christian

.....

1. Can relate the plot of a book or film and describe his/her reactions.
2. Can almost always find ways of saying what he/she wants to, with circumlocutions and some groping for words.

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3. 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.
4. Does not make mistakes which lead to misunderstanding; errors occur, but it is clear what he/she is trying to express.
5. Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

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Appendix 3: Vertical Scale of Descriptors with Fit and SEM

Items in **Bold**: Excellent items; unusually stable across different educational sectors; good fit.

Items in *Italics*: Adequate items; well-calibrated but with some variation across sectors and some “noisiness.” See pages 258-9.

Logit: The difficulty value of the item on common scale created by linking the scales from each questionnaire. Zero is at the mid point of the common scale.

Err: Error. **SEM**: Standard Error of Measurement, expressed in logits.

Fit: Mean-square fit statistic. The amount of misfit - shows extent to which this item belongs in this analysis. Expected value = 1. Under 1 = overfit (a little too good to be true), though overfit is an artefact of the analysis which balanced misfit.

Std: Standardised residual. Another way of seeing fit/misfit. Expected value 0. Standardised scale showing the likelihood of such a value. Indication of the extent to which the data is unidimensional.

	1994			1995		
Logit Descriptor	Err	FIT	STD	Err	FIT	STD

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4.68	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning.	.24	.71	-1.73	.43	1.31	1.12
4.38	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices.	.24	.58	-2.59	.44	.52	-1.65
4.27	Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	.24	.76	-1.33	.43	1.53	1.29
4.23	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.				.43	.69	-.99

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
4.23	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate and to eliminate ambiguity.				.43	.72	-.88
4.05	Can understand and summarise orally information from different spoken sources, reconstructing arguments and accounts in a coherent presentation of the overall result.				.43	1.21	.54

3.90 MASTERY CUT-OFF

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3.61	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	.25	.73	-1.51	.42	.68	-1.03
3.51	Can select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking.	.25	.66	-1.95			
3.38	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.				.16	.88	-1.00
3.33	Can extract specific details from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.				.42	1.23	.60

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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
3.30	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; Little obvious searching for expressions or avoidance strategies.	.25	.83	-.95	.42	.63	-1.19
3.18	Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	.25	.90	-.56	.16	.84	-1.37
3.02	Can understand complex technical information, such as operating instructions, specifications for familiar products and services.				.16	1.29	2.15
2.98	Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.				.42	.97	-.10
2.93	Can give clear detailed descriptions of complex subjects.	.25	1.71	3.07			
2.87	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	.25	1.34	1.62			
2.81	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.				.16	.89	-.95

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2.80	Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	.42	1.38	.93
2.80	Can read and summarise orally long, demanding texts.	.42	.56	-1.43

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
2.80	EFFECTIVENESS CUT-OFF						
2.74	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	.25	1.36	1.70			
2.56	Can keep up with an animated conversation between native speakers.	.25	1.24	1.16	.16	1.01	.11
2.49	Can relate own contribution skilfully to those of other speakers.	.25	.74	-1.54			

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2.43	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	.25	1.20	.99	.16	1.35	2.62
2.42	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.				.42	1.26	.65
2.42	Can follow films employing a considerable degree of slang and idiomatic usage.				.42	1.24	.60
2.39	Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	.26	1.12	.62	.42	.72	-.84
2.30	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	.25	.95	-.26			

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
2.25	Can follow the essentials of lectures, talks and reports and other forms of academic / professional presentation which are propositionally and linguistically complex.				.43	1.19	.47

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2.18	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	.25	1.33	1.59			
2.17	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	.26	.69	-1.82	.16	.97	-.24
2.11	Can state clearly the limits to a concession.	.26	.74	-1.40			
2.09	Can adopt a level of formality appropriate to the circumstances.	.25	.90	-.50			
2.07	Can express his/her ideas and opinions with precision, present and respond to complex lines of reasoning convincingly.				.43	.70	-.92
2.04	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	.26	.90	-.52	.16	1.21	1.63

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2.02	Can use a limited number of cohesive devices to link sentences together smoothly into clear, connected discourse.	.26	.60	-2.34			
1.89	Can vary formulation of what he/she wants to say and can use some complex sentence forms.				.16	1.10	.78

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
1.78	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics.	.26	.84	-.90			
1.74	VANTAGE PLUS CUT-OFF						
1.72	Can intervene appropriately in discussion, exploiting a variety of suitable language to do so.				.43	.43	-1.96
1.71	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	.26	1.30	1.44			
1.69	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.	.26	.77	-1.21	.16	1.12	.93
1.64	Can adjust to the changes of direction, style and emphasis normally found in conversation.	.26	.82	-.96	.16	.85	-1.27

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1.63	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	.26	.82	-.97			
1.58	Can initiate, maintain and end discourse naturally with effective turn-taking.	.26	1.40	1.83	.16	.98	-.13

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD

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1.57	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.				.16	.90	-.83
1.53	Can develop a clear argument, expanding and supporting his/her points of view with subsidiary points and relevant examples.				.44	.98	-.06
1.52	Can understand most TV news and current affairs programmes.				.15	1.26	2.23
1.50	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	.26	.91	-.45	.16	1.02	.13
1.50	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.				.16	1.06	.47
1.50	Can read and summarise orally a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.				.16	1.02	.19
1.43	Can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.				.16	1.11	.85
1.36	Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	.26	1.62	2.60			

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Logit	Descriptor	Err	FIT	STD	Err	FIT	STD
1.33	Can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.				.16	.85	-1.29
1.31	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.				.16	.81	-1.63
1.31	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.				.16	1.10	.77
1.30	Can generally correct slips and errors if he becomes conscious of them.	.26	1.25	1.18			

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1.30	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	.26	.62	-2.23	.16	.82	-1.57
1.24	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	.26	.75	-1.38			
1.23	Can speculate about causes, consequences, hypothetical situations.	.26	.67	-1.88			
1.23	Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.	.26	1.07	.33	.16	1.07	.52

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
1.22	Can explain a problem and make it clear that his counterpart in a negotiation must make a concession.	.20	.89	-.77			
1.22	Can understand and summarise orally the plot and sequence of events in an extract from a film or play.				.12	1.25	2.68
1.16	Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	.26	.65	-2.02			
1.11	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	.27	1.05	.23	.16	1.34	2.46

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1.09	Can develop an argument giving reasons in support of or against a particular point of view.	.27	.91	-.46			
1.03	Can make a note of "favourite mistakes" and consciously monitor speech for it/them.	.24	1.17	.87			
1.03	Can construct a chain of reasoned argument.	.26	.95	-.25			
1.02	Can converse naturally, fluently and effectively.	.27	.84	-.85			
1.00	Can with some effort catch much of what is said in his/her presence, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.				.14	1.45	3.73

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Logit	Descriptor	Err	FIT	STD	Err	FIT	STD
0.95	Can understand most radio documentaries delivered in standard dialect and accurately identify the speaker's mood, tone etc.				.45	.89	-.30
0.92	Can engage in extended conversation in a clearly participatory fashion on most general topics.	.26	.63	-2.11	.16	.87	-1.10
0.90	Can use a limited number of cohesive devices to link his/her utterances, though there may be some "jumpiness" in a long contribution.				.14	.67	-3.56
0.76	Can correct mistakes if they have led to misunderstandings.	.26	1.02	.08			
0.75	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	.26	.58	-2.50			
0.75	Can pass on a detailed piece of information reliably.				.16	1.08	.64
0.75	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise influences the ability to understand.				.45	1.42	.99
0.74	Can account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments.	.27	.68	-1.71	.16	.92	-.62

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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
0.72	VANTAGE CUT-OFF						
0.64	Can exchange accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	.27	1.11	.48	.16	.85	-1.21
0.63	Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard speech.				.16	.79	-1.83
0.57	Can describe how to do something, giving detailed instructions	.26	.63	-2.18			

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0.50	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.				.14	1.14	1.27
0.43	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally has to ask for repetition if the other person's response is rapid or extended.	.26	.51	-3.07			
0.37	Can collate short pieces of information from several written sources and summarise them orally for somebody else.				.12	1.13	1.34

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
0.34	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.				.14	.74	-2.79
0.28	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	.28	1.22	.95			

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0.27	Can develop an argument well enough to be followed without difficulty most of the time.				.14	.90	-.98
0.20	Can give brief comments on others views during discussion.	.21	.88	-.82	.14	.91	-.85
0.17	Can explain the main points in an idea or problem with reasonable precision.				.14	.93	-.68
0.15	Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = a bus).	.24	1.05	.27			
0.14	Can express his/her thoughts about abstract or cultural topics such as music, films.	.27	1.25	1.17	.14	.92	-.75
0.14	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.				.16	1.33	2.38
0.09	Can explain why something is a problem.	.24	.95	-.31			

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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
0.03	Can rehearse and try out new combinations and expressions, inviting feedback.	.21	.92	-.56			
0.00	Does not make mistakes which lead to misunderstanding; errors occur, but it is clear what he/she is trying to express.	.27	.73	-1.49			
-0.02	Can relate basic details of unpredictable occurrences, e.g., an accident.	.24	.74	-1.72			
-0.03	Can provide concrete information required in an interview / consultation (e.g. describe symptoms to a doctor) but does so with limited precision.	.21	.94	-.37			
-0.05	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.				.12	1.19	1.96
-0.07	Can take messages communicating enquiries, explaining problems.	.27	1.18	.85			
-0.14	Can define the features of something concrete for which he can't remember the word.	.24	.83	-1.09	.16	1.12	1.45
-0.17	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going				.14	1.10	.91
-0.18	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	.24	1.06	.34			

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-0.26	Can communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influences.	.27	.76	-1.35	.14	1.12	1.09
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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-0.26	THRESHOLD PLUS CUT-OFF						
-0.31	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	.21	.84	-1.07	.12	.90	-1.17

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-0.31	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	.21	.76	-1.65	.14	.77	-2.43
-0.35	Can make a complaint	.21	1.06	.36			
-0.38	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	.21	.97	-.18			
-0.39	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do.	.21	.88	-.80			
-0.39	Can briefly give reasons and explanations for opinions, plans and actions.	.21	.58	-3.11			
-0.44	Can use a simple word meaning something similar to the concept he wants to convey and invites "correction"	.21	.85	-1.01			
-0.45	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.				.12	.93	-.76

Logit	Descriptor	Err	1994		1995		
			FIT	STD	Err	FIT	STD
-0.50	Can ask someone to clarify or elaborate what they have just said.	.27	1.35	1.60			
-0.52	Can discuss topics of interest.	.21	1.02	.11			

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-0.56	Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.	.21	1.27	1.56			
-0.57	Can relate the plot of a book or film and describe his/her reactions.	.27	1.00	-.01			
-0.63	Can understand simple technical information, such as operating instructions for everyday equipment.				.14	1.19	1.69
-0.65	Can give detailed accounts of experiences, describing feelings and reactions.	.27	1.10	.49			
-0.69	Can link a series of shorter, discrete simple elements into a connected discourse.	.21	1.47	2.54			
-0.71	Can write personal letters describing experiences, feelings and events in detail.	.28	1.01	.04			
-0.72	Can describe dreams, hopes and ambitions.	.27	1.33	1.48			

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-0.73	Can exploit a wide range of simple language flexibly to express much of what he or she wants to.	.24	1.09	.51	.12	1.02	.21
-0.80	Can agree and disagree politely.	.25	1.33	1.67			
-0.86	Can seek and respond to opinion on familiar subjects.	.21	.87	-.86			
-0.86	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts.	.25	1.26	1.34			

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-0.86	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	.21	.94	-.39	.12	.90	-1.12
-0.87	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.				.14	.76	-2.47
-0.87	Can listen to a short narrative and predict what will happen next.				.14	.95	-.54
-0.88	Can enter unprepared into conversations on familiar topics.	.25	.78	-1.31	.14	.91	-.90
-0.89	Can invite others into the discussion.	.21	1.51	2.69			
-0.89	Can describe events, real or imagined.	.21	.72	-1.92	.14	1.04	.37
-0.91	Can express or ask for opinions.	.20	.77	-1.57			

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-0.92	Has enough language to get by, but lexical limitations cause repetition and even difficulty with formulation at times.	.25	1.07	.36
-0.93	Can produce linked sentences to convey a message.	.22	.99	-.06
-0.94	Can use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	.25	1.20	.99

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD

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-0.94	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	.27	.93	-.37			
-0.98	Can give or seek personal views and opinions in an informal discussion with friends.	.25	.80	-1.14			
-0.98	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	.25	1.21	1.08	.12	.91	-.95
-0.98	Can express the main point he/she wants to make comprehensibly.	.25	.71	-1.76	.12	.89	-1.21
-1.04	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	.25	.81	-1.07	.12	.95	-.51
-1.06	Can foreignise a mother tongue word and ask for confirmation.	.21	.93	-.44			
-1.09	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	.27	1.16	.75			
-1.11	Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	.27	1.12	.55	.12	1.07	.77
-1.14	Can narrate a story.	.25	.90	-.54	.12	1.03	.31

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Logit	Descriptor	Err	FIT	STD	Err	FIT	STD
-1.16	Can express belief, opinion, agreement and disagreement.	.21	.80	-1.34			
-1.17	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	.25	1.37	1.74			
-1.18	Can discuss in a simple way how to organise an event e.g. an outing.	.21	1.14	.82			
-1.19	Can convey simple information of immediate relevance, getting across which point he/she feels is most important.				.14	.71	-3.09
-1.19	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.				.14	1.12	1.14

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-1.21	Can deal with less routine situations on public transport e.g, asking passenger where to get off for unfamiliar destination.	.27	1.76	3.02			
-1.22	Can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering				.14	1.29	2.61
-1.23	Can ask for and follow detailed directions.	.25	.74	-1.49			
-1.23	THRESHOLD CUT-OFF						
-1.24	Can use simple techniques to start, maintain, or end a short conversation.	.20	.78	-1.48			
-1.26	Can agree and disagree with others.	.20	.75	-1.71			
-1.28	Can tell a story or describe something in a simple list of points.				.14	.75	-2.63

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-1.34	Can give simple directions and instructions e.g. explain how to get somewhere, how to play a game.	.21	.75	-1.63			
-1.36	Can interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted.	.21	1.56	2.91			
-1.44	Can use simple descriptive language to make brief statements about and compare objects and possessions:	.20	1.44	2.37			
-1.50	Can give short, basic descriptions of events and activities.	.20	.60	-2.86			
-1.54	Can buy tickets on public transport using utterances such as "Two returns Central, please".	.20	1.42	2.28			

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-1.61	Can ask and answer questions and participate in short conversations in routine contexts on topics of interest.	.21	.60	-2.70			
-1.61	Can make and respond to suggestions.	.21	.63	-2.47			
-1.63	Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	.21	1.04	.22			
-1.65	Can describe pets and possessions.	.20	1.28	1.63			
-1.69	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.				.14	1.10	.95

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Logit	Descriptor	Err	FIT	STD	Err	FIT	STD
-1.71	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.				.14	1.35	3.15
-1.74	Can ask very simply for repetition when he or she does not understand.	.21	.95	-.27	.14	1.80	5.00
-1.76	Can discuss what to do in the evening at the weekend.	.19	.98	-.12	.14	1.20	1.89
-1.77	Can ask for clarification about key words not understood using stock phrases.	.21	1.02	.11			
-1.79	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping	.22	.68	-2.12			
-1.82	Can ask for and give or refuse permission.	.20	.63	-2.62			
-1.83	Can understand enough to manage simple, routine exchanges without undue effort.	.21	.93	-.39	.12	.95	-.56
-1.84	Can ask and answer questions about pastimes and past activities.	.21	1.08	.47			
-1.85	Can write very simple personal letters expressing thanks and apology.	.21	1.88	4.22			
-1.85	Can explain what he/she likes or dislikes about something	.21	1.27	1.42	.14	1.12	1.13
-1.87	Can get all the information needed from a tourist office, as long as it is of a straight-forward, nonspecialised nature.	.22	.59	-2.89			

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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-1.90	Has a repertoire of basic language which enables him or her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	.22	.75	-1.59	.12	1.05	.51
-1.91	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	.22	.82	-1.13	.12	.96	-.44
-1.93	Can communicate successfully on basic themes if he/she can ask for help to express what he wants to.	.22	.67	-2.11			
-1.93	Can describe plans and arrangements.	.22	1.10	.55			

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-1.95	Can initiate, maintain and close simple, restricted face-to-face conversation.	.21	.91	-.54			
-2.00	Can describe habits and routines.	.21	.65	-2.42			
-2.01	Can ask and answer questions about habits and routines.	.22	1.23	1.24			
-2.01	Can describe past activities and personal experiences.	.26	.66	-1.92			
-2.01	Can give an extended description of everyday aspects of his environment e.g. people, places, a job or study experience.	.28	1.13	.61			
-2.06	Can express how he feels in simple terms.	.21	.45	-4.15			
-2.08	Can deal with practical everyday demands: finding out and passing on straightforward factual information.				.12	.74	-3.06

Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-2.11	Can make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary.	.22	.45	-4.06			
-2.13	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	.22	.81	-1.16	.14	.97	-.25
-2.13	Can generally understand clear, standard speech on familiar matters directed at him, provided he/she can ask for repetition or reformulation from time to time.	.22	.92	-.49	.12	.87	-1.70

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-2.15	Can establish social contact: greetings and farewells; introductions; giving thanks.	.21	.72	-1.81			
-2.16	Can satisfy survival and routine travel needs.	.19	.61	-2.83			
-2.17	Can use an inadequate word from his repertoire and use gesture to clarify what he wants to say.	.20	1.50	2.62			
-2.21	WAYSTAGE PLUS CUT-OFF						
-2.24	Can answer simple questions and respond to simple statements in an interview.	.21	.63	-2.49			
-2.25	Can make and accept offers.	.19	.79	-1.42			
-2.27	Can write short, simple notes and messages relating to matters in areas of immediate need.	.22	1.51	2.52			
-2.28	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	.21	.93	-.44	.12	.95	-.54

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Logit	Descriptor	Err	FIT	STD	Err	FIT	STD
-2.29	Can recall and rehearse an appropriate set of phrases from his repertoire.	.22	.77	-1.47			
-2.30	Can make and respond to invitations.	.21	.59	-2.81			
-2.30	Can discuss what to do, where to go and make arrangements to meet.	.22	.69	-2.02			
-2.37	Has a sufficient vocabulary for coping with simple survival needs.	.19	.76	-1.62			
-2.37	Can use simple everyday polite forms of greeting and address.	.21	.89	-.69			
-2.37	Has a sufficient vocabulary for the expression of basic communicative needs.	.21	.92	-.45			
-2.40	Can make and accept apologies.	.19	.82	-1.21			
-2.42	Can ask for and provide everyday goods and services.	.21	1.25	1.36			
-2.43	Can use basic sentence patterns.	.22	1.35	1.82			
-2.44	Can describe people, places and possessions in simple terms.	.22	1.07	.37			
-2.45	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	.21	2.04	4.64			
-2.45	Can communicate with memorised phrases, groups of a few words and single expressions and formulae.	.21	1.74	3.51			
-2.47	Can ask and answer questions about what they do at work and in free time.	.19	.68	-2.24	.14	.76	-2.60

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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-2.51	Can use simple language to describe people's appearance.	.21	1.02	.13			
-2.53	Can use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets.	.22	.83	-1.06			
-2.54	Can ask for attention.	.19	1.66	3.43			
-2.56	Can use some simple structures correctly, but still systematically makes basic mistakes.	.23	1.23	1.24	.14	1.07	.70
-2.58	Can get simple information about travel.	.19	.62	-2.77			
-2.58	Can say what he/she likes and dislikes.	.19	1.39	2.15			
-2.63	Can indicate when he/she is following.	.19	.85	-.99			
-2.63	Can make simple transactions in shops, post offices or banks.	.22	1.27	1.43			

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-2.65	Can describe themselves and other people.	.19	.79	-1.40	.14	.94	-.63
-2.66	Can expand learned phrases through simple recombinations of their elements.	.19	.75	-1.73			
-2.66	Can describe their family, living conditions, educational background, present or most recent job.	.26	.57	-2.59			
-2.67	Can exchange limited information on familiar and routine operational matters.	.26	.61	-2.34			
-2.72	Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.	.21	1.10	.56			
-2.80	Can ask for and give directions referring to a map or plan.	.20	1.03	.19	.13	1.00	.03
			1994			1995	
Logit	Descriptor	Err	FIT	STD	Err	FIT	STD
-2.81	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type personal details, daily routines, wants and needs, requests for information.	.19	.63	-2.66			
-2.82	Can catch the main point in short, clear, simple messages and announcements.				.14	1.07	.62
-2.84	Has a limited repertoire of short memorised phrases and sentences covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	.19	.95	-.33			

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-2.84	Can control a narrow repertoire dealing with concrete everyday needs.	.19	.49	-3.96
-2.96	Can ask and answer questions, and respond to simple statements.	.22	.75	-1.64
-2.96	Has limited control of even short, simple sentence structures and tends to mix up tenses and forget to mark agreement. Nevertheless it is clear what he/she is trying to say.	.22	1.58	2.84
-2.98	Can order a meal.	.19	.83	-1.11
-3.00	Can make simple purchases by stating what is wanted and asking the price.	.22	.61	-2.54
-3.01	Can ask about things in shops restaurants etc.	.19	.56	-3.28
-3.02	Can ask for and provide personal information.	.22	.80	-1.20
-3.03	Can link groups of words with simple connectors like "and", "but" and "because".	.22	1.18	.98

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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-3.04	Can recognise phrases, content words and social formulae related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).				.14	.90	-.94
-3.09	Can give and receive information about quantities, numbers, prices etc.	.22	.63	-2.44			
-3.16	Can use simple phrases and get what he/she needs in common, simple everyday situations, given help.	.19	.93	-.47	.14	.88	-1.14
-3.23	WAYSTAGE CUT-OFF						
-3.27	Can handle numbers, quantities, cost and time.	.19	.90	-.69	.14	1.16	1.46
-3.28	Can write simple notes to friends.	.22	.87	-.79			
-3.30	Can ask people for things and give people things.	.19	.69	-2.21			
-3.35	Can make an introduction and use basic greeting and leave-taking expressions..	.22	1.61	3.19			
-3.39	Can ask and answer questions about personal details, such as where they live, people they know, and things they have.	.19	.78	-1.49	.14	.75	-2.52
-3.43	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	.19	1.07	.44			

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Logit	Descriptor	1994			1995		
		Err	FIT	STD	Err	FIT	STD
-3.5	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him or her in clear, slow and repeated speech by a sympathetic speaker.	.19	1.38	2.18			
-3.51	Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	.22	.75	-1.52			
-3.64	Can describe where they live.	.19	1.39	2.26			
-3.64	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	.19	1.57	3.16			
-3.67	Can greet and introduce people.	.19	.98	-1.10			

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-3.76	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	.25	.88	-.77			
-3.86	Can greet people, ask how they are and react to news.	.22	1.05	.28	.14	.91	-.83
-3.97	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.				.14	.96	-.38
-4.00	Can understand simple directions relating to how to get from X to Y, by foot or public transport.				.13	1.33	3.19
-4.01	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.	.18	1.41	2.41			
-4.04	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	.22	1.53	2.65			
Logit	Descriptor	Err	1994 FIT	STD	Err	1995 FIT	STD
-4.12	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	.19	.91	-.60			
-4.29	BREAKTHROUGH CUT-OFF						
-4.33	Can make simple purchases where pointing or other gesture can support the verbal reference.	.19	.87	-.90			
-4.44	Can ask and tell day, time of day and date.	.23	1.23	1.27			

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-4.56	Can fill in uncomplicated forms with personal details name, address, nationality, marital status.	.23	1.27	1.55
-4.59	Can write a short simple postcard.	.18	.90	-.64
-4.62	Can fill in very simple registration forms with basic personal details.	.18	1.10	.65
-5.39	TOURIST CUT-OFF			
-5.68	Can use some basic greetings; can say yes, no, excuse me, please, thank you, sorry.	.19	1.00	.00

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Appendix 4: Classified Scales of Descriptors with Sources

Note on descriptor quality:

Bold:	Highly stable between sectors and regions; highly predictable interpretation of difficulty
Normal print:	Stable between sectors and regions; consistent interpretation of difficulty
Italics:	Some variation between sectors or regions
123*:	Item added in 1995
123X & Italic:	1994 item dropped because of misfit or instability in 1995

OVERALL INTERACTION				
Level	Logit	No	Descriptor	Sources
M				
E	1.78	241	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics.	(FSI4/ASLP R4 /IELTS/)
V				
T+	-0.17	111*	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	(EC3&5/ AMES)
T				
W+	-1.36	144	Can interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted.	(EC4/ESU4/ OTESL4)
W+	-1.93	84	Can communicate successfully on basic themes if he/she can ask for help to express what he wants to.	(EC2/c&h2/ Fulcher 0 / dutch1/ wilk2 ESU2/GotU)
W+	-2.11	86	Can make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary.	(EC2-3)

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B	-4.01	33	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.	(ESU1/AMES 0.5/ACTFL Nov mid edited)
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PROCESSING

Level	Logit	No	Descriptor	Sources
M	4.05	407*	Can understand and summarise orally information from different spoken sources, reconstructing arguments and accounts in a coherent presentation of the overall result.	Llb4/5
EOP	2.80	406*	Can read and summarise orally long, demanding texts.	Urquart
V	1.44	404*	Can read and summarise orally a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.	Natc10
V	1.43	405*	Can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.	New

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V	1.22	403*	Can understand and summarise orally the plot and sequence of events in an extract from a film or play.	Natc10
T+	0.37	402*	Can collate short pieces of information from several written sources and summarise them orally for somebody else.	EC6/7 edited
T	-1.22	401*	Can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.	Urquart 3 edited

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OVERALL LISTENING COMPREHENSION

Level	Logit	No	Descriptor	Sources
M				
EOP	3.38	235*	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	(AMES6 / ACTFL Sup)
EOP	2.81	236*	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	(RSA4)

OVERALL LISTENING COMPREHENSION (cont.)

Level	Logit	No	Descriptor	Sources
V	1.57	230*	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	(ACTFL Sup / Adv Plus)
V	1.31	229*	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	(AMES4/ RSA2)

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V	1.31	234*	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	(Llb5)
V	0.75	237*	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise influences the ability to understand.	(Llb4/ ASLPR4 /RSA3)
T	-0.87	207*	Can listen to a short narrative and predict what will happen next.	(New)
W	-3.04	201*	Can recognise phrases, content words and social formulae related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).	(AMES0.5 / IELTS 1)
B	-3.64	24	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	(New)

RECEPTIVE LISTENING
LISTENING TO ANNOUNCEMENTS & TECHNICAL
INSTRUCTIONS

Level	Logit	No	Descriptor	Sources
M				
EOP	3.33	238*	Can extract specific details from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.	(New)
EOP	3.02	232*	Can understand complex technical information, such as operating instructions, specifications for familiar products and services.	(L1lb3 / AMES 5)
V				
T	-0.63	223*	Can understand simple technical information, such as operating instructions for everyday equipment.	(L1lb2)
W	-2.82	204*	Can catch the main point in short, clear, simple messages and announcements.	(EC2)
B				

RECEPTIVE LISTENING
LISTENING AS A MEMBER OF AN AUDIENCE

Level	Logit	No	Descriptor	Sources
M				
EOP				
V+	2.25	240*	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	(ACTFL Sup)

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T+	0.05	226*	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	(ALTE5 edited)
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W
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RECEPTIVE LISTENING

LISTENING TO RADIO & AUDIO RECORDINGS

Level	Logit	No	Descriptor	Sources
M EOP				
V	0.95	242*	Can understand most radio documentaries delivered in standard dialect and accurately identify the speaker's mood, tone etc.	(ASLPR4)
T+	0.63	228*	Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard speech.	(EC6/ North5)

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T+	-0.05	216*	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	(New)
W+	-1.69	206*	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	(AMES3 / North3 /ACTFL Int-Mid edited)

B

RECEPTIVE LISTENING WATCHING TV & FILM				
Level	Logit	No	Descriptor	Sources
M				
V+	2.42	241*	Can follow films employing a considerable degree of slang and idiomatic usage.	(North6/7 AMES6)
V	1.52	218*	Can understand most TV news and current affairs programmes.	(North5)
V	1.33	233*	Can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	(North6/elviri6)

RECEPTIVE LISTENING WATCHING TV & FILM (cont.)				
Level	Logit	No	Descriptor	Sources
T+	0.50	219*	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	(EC5/ACTFL Adv)
W+	-1.71	205*	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.	(North2)

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COMPREHENSION IN INTERACTION				
Level	Logit	No	Descriptor	Sources
M				
V+	2.56	257	Can keep up with an animated conversation between native speakers.	(North 7)
V	1.00	222*	Can with some effort catch much of what is said in his/her presence, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	(EC6/North5 / AMES4/ ASLPR2)
V	1.11	256	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	(North 6 /HoffV/Lon 5/FSI3)
T+	0.33	177X	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	(ASLPR1+)
T	-1.04	176	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	(North4/ AMES3/ elviri3)

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T	-1.09	215	Can follow clearly articulated speech directed at him/her in everyday conversation, though sometimes have to ask for repetition of particular words and phrases.	(IELTS5 edited)
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COMPREHENSION IN INTERACTION (cont.)				
Level	Logit	No	Descriptor	Sources
W+	-1.83	101	Can understand enough to manage simple, routine exchanges without undue effort.	(AMES3)
W+	-2.13	85	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	(North3)
W+	-2.13	138	Can generally understand clear, standard speech on familiar matters directed at him, provided he/she can ask for repetition or reformulation from time to time.	(wilk3/ ESU4 /EC5/ llb1edit /North4)
W	-2.72	67	Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.	(EC3/finn3/ HoffII)
B	-3.5	23	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him or her in clear, slow and repeated speech by a sympathetic speaker.	(elviri1/ ESU1)
B	-3.97	203*	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	(EC1)
B	-4	212*	Can understand simple directions relating to how to get from X to Y, by foot or public transport.	(ASLPR 1)
B	-4.12	22	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	(EC1)

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INTERACTION: TRANSACTIONAL
 SERVICE ENCOUNTERS

Level	Logit	No	Descriptor	Sources
M EOP V			See Negotiating	

INTERACTION: TRANSACTIONAL
 SERVICE ENCOUNTERS (cont.)

Level	Logit	No	Descriptor	Sources
T+	0.65	151	Can cope with less routine situations in shops, post office, bank, e.g., asking for a larger size, returning an unsatisfactory purchase.	(ASLPR1+)
T	-0.35	90	Can make a complaint	(EC3, dutch 1-5)
T	-1.11	191	Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	(ALTE2)
T	-1.21	192	Can cope with less routine situations on public transport e.g., asking passenger where to get off for unfamiliar destination.	(ASLPR1+)

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W+	-1.54	36	Can buy tickets on public transport using utterances such as "Two returns Central, please".	(ASLPR 1-)
W+	-1.79	111	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.	(llb1)
W+	-1.87	127	Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature.	(ALTE2)
W+	-2.16	1	Can satisfy survival and routine travel needs.	(ASLPR1/ FSI1edited)
W	-2.42	52	Can ask for and provide everyday goods and services.	(llb1)
W	-2.53	113	Can use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets.	(ASLPR1)
W	-2.58	5	Can get simple information about travel.	(EC1/ North1)
W	-2.63	87	Can make simple transactions in shops, post offices or banks.	(ASLPR1/ FSI1)
W	-2.98	4	Can order a meal.	(ACTFLInt-L)
W	-3	53	Can make simple purchases by stating what is wanted and asking the price.	(ACTFLInt-L / ASLPR 0+ / 1-)

INTERACTION: TRANSACTIONAL SERVICE ENCOUNTERS (cont.)

Level	Logit	No	Descriptor	Sources
W	-3.01	3	Can ask about things in shops restaurants etc.	(EC1)
W	-3.09	54	Can give and receive information about quantities, numbers, prices etc.	(EurLon A/B)
W	-3.16	2	Can use simple phrases and get what he/she needs in common, simple everyday situations, given help.	(EC1)
B	-3.27	6	Can handle numbers, quantities, cost and time.	(Lon1)
B	-3.3	8	Can ask people for things and give people things.	(EC1)

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Tour	-4.33	7	Can make simple purchases where pointing or other gesture can support the verbal reference.	(ACTFLInt-L / ASLPR 0+/1-)
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INTERACTION: TRANSACTIONAL
INFORMATION EXCHANGE

Level	Logit	No	Descriptor	Sources
M EOP				
T+	0.64	231	Can exchange accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	(Ilb2/ wilk4 edited)
T+	0.57	201	Can describe how to do something, giving detailed instructions	(EC6/7 / Dutch1-5)
T+	0.28	232	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	(natc9-10 / EC8-9)
T	-1.23	164	Can ask for and follow detailed directions.	(ASLPR/ FSI1/ EC4-5)

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W+	-1.34	112	Can give simple directions and instructions e.g. explain how to get somewhere, how to play a game.	(natc7/ Lon3/ dutch1-5/ EurLonB edited)
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INTERACTION: TRANSACTIONAL INFORMATION EXCHANGE (cont.)

Level	Logit	No	Descriptor	Sources
W+	-1.84	91	Can ask and answer questions about pastimes and past activities.	???
W+	-2.01	77	Can ask and answer questions about habits and routines.	(EC2)
W+	-2.08	117*	Can deal with practical everyday demands: finding out and passing on straightforward factual information.	(EC4 edited)
W	-2.28	51	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	(EurLonA / B / finn2)
W	-2.47	10	Can ask and answer questions about what they do at work and in free time.	(EC1)
W	-2.67	162	Can exchange limited information on familiar and routine operational matters.	(llb1)
W	-2.80	56/116	Can ask for and give directions referring to a map or plan.	(EC2/ ACTFLInt-L)
W	-2.96	89	Can ask and answer questions, and respond to simple statements.	(ACTFLNov- H /Int-L edited)
W	-3.02	57	Can ask for and provide personal information.	(llb1/ASLPR / FSI1/ Eur- Lon A-B)
B	-3.39	9	Can ask and answer questions about themselves and other people, about where they live, people they know, and things they have.	(EC1)

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B	-3.51	55	Can indicate time by such phrases as next week, last Friday, in November, three o clock.	(ASLPR1-)
B	-3.76	163	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	(ASLPR1/ ACTFLIntM- H/ FSI1/llb1)
Tour	-4.44	88	Can ask and tell day, time of day and date.	(ASLPR/FSI 1)

INTERACTION: TRANSACTIONAL
NEGOTIATING

Level	Logit	No	Descriptor	Sources
M				
V+	2.43	193	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	(ASLPR3/ NewE)
V+	2.38	171X	Can outline a case for compensation, using persuasive language and simple arguments to demand satisfaction.	(NewT)
V+	2.11	208	Can state clearly the limits to a concession.	(ECB6-7)

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V	1.22	135	Can explain a problem and make it clear that his counterpart in a negotiation must make a concession.	(NewT)
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INTERACTION: TRANSACTIONAL INTERVIEWING AND BEING INTERVIEWED

Level	Logit	No	Descriptor	Sources
M				
V+	2.3	243	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	(NewE)
V	1.71	242	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	(CCSE3/ RSA3-4/ OTESL6)
T+	0.43	202	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally has to ask for repetition if the other person's response is rapid or extended.	(EC6-7/ carr5.5/ wilk4 edited)
T+	-0.03	114	Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.	(ASLPR1+ edited)

INTERACTION: TRANSACTIONAL INTERVIEWING AND BEING INTERVIEWED (cont.)

Level	Logit	No	Descriptor	Sources
T	-0.56	128	Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.	(elviri3/ c&h4 edited)
T	-1.17	165	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	(NewT)

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-2.24

58 Can answer simple questions and respond to simple statements in an interview.

(dutch1/ Got2/ c&h2/ IELTS3)

B

-3.43

11 Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

(Got1edited)

INTERACTION: INTERPERSONAL
CONVERSATION

Level	Logit	No	Descriptor	Sources
M				
EOP	2.87	251	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	(Trim5edited)
V	1.71	249	Can convey degrees of emotion and highlight the personal significance of events and experiences.	(EC10)
V	1.63	250	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	(llb3/ASLPR 3/AMES6)

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V	1.23	204	Can engage in extended conversation in a clearly participatory fashion on most general topics.	(IELTS5/EC 6/ACTFL Adv/ ILR2)
V	1.02	248	Can converse naturally, fluently and effectively.	(North8)

INTERACTION: INTERPERSONAL CONVERSATION (cont.)

Level	Logit	No	Descriptor	Sources
T+	0.14	205	Can express his/her thoughts about abstract or cultural topics such as music, films.	(ALTE3 edited)
T	-0.38	115	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	(EurLonB)
T	-0.86	131	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	(EC5)
T	-0.88	152	Can enter unprepared into conversations on familiar topics.	(dutch4 edited)
W+	-1.61	94	Can ask and answer questions and participate in short conversations in routine contexts on topics of interest.	(ILR1/ North4)
W+	-1.82	37	Can ask for and give or refuse permission.	(Lon2/Eur-Lon A/B /EC1)
W+	-2.06	62	Can express how he feels in simple terms.	(dutch1-5 / Lon / Natc3 /EC3)
W+	-2.15	59	Can establish social contact: greetings and farewells; introductions; giving thanks.	(EurLonA/B)
W	-2.25	16	Can make and accept offers.	(EC2/3/Eur-LonA/B / dutch1-5/ Lon 1/2)

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W	-2.3	38	Can make and respond to invitations.	(EC2/3/Eur-LonA/B/dutch1-5/Lon 2)
W	-2.37	60	Can use simple everyday polite forms of greeting and address.	(llb1)
W	-2.4	15	Can make and accept apologies.	(Lon1/EC1/EurLonA/dutch1-5)

INTERACTION: INTERPERSONAL
CONVERSATION (cont.)

Level	Logit	No	Descriptor	Sources
W	-2.45	61	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	(AMES1/IELTS3)
W	-2.49	93	Can ask how people are and react to news.	(EC4/5 edited)
W	-2.58	17	Can say what he/she likes and dislikes.	(EC2-4/natc3/ Eur-LonA/B/ALTE1 edited)

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B	-3.35	130	Can make an introduction and use basic greeting and leave-taking expressions..	(ASLPR1)
B	-3.67	13	Can greet and introduce people.	(EC1)
Zero	-5.68	14	Can use some basic greetings; can say yes, no, excuse me, please, thank you, sorry.	(ASLPR0+)

INTERACTION: INTERPERSONAL DISCUSSION

Level	Logit	No	Descriptor	Sources
M EOP				
V+	2.07	165*	Can express his/her ideas and opinions with precision, present and respond to complex lines of reasoning convincingly.	(EC10//Nort h7/ILR4/RS A4/ llb4)
V	1.3	206	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	(EC6)
V	0.74	245	Can account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments.	(ACTFLSup/ elviri6/dutch 5/ natc9 edited)
T+	0.2	117	Can give brief comments on others views during discussion.	(EC5edited)

INTERACTION: INTERPERSONAL DISCUSSION (cont.)

Level	Logit	No	Descriptor	Sources
T+	0.09	169	Can explain why something is a problem.	(EC4/carr4)
T+	-0.18	168	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	(EC4-5 edited)

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T	-0.39	136	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do.	(North4 edited)
T	-0.52	132	Can discuss topics of interest.	(EC4/5)
T	-0.8	170	Can agree and disagree politely.	(Lon3)
T	-0.86	134	Can seek and respond to opinion on familiar subjects.	(natc7/ Dutch 1-5/ Eur LonB / elviri3)
T	-0.91	63	Can express or ask for opinions.	(EC2-3/ EurLonA / Dutch 1-5)
T	-0.98	167	Can give or seek personal views and opinions in an informal discussion with friends.	(natc9)
T	-1.16	116	Can express belief, opinion, agreement and disagreement.	(EurLonB/ EC5)
T	-1.18	133	Can discuss in a simple way how to organise an event e.g. an outing.	(EC4)
W+	-1.26	39	Can agree and disagree with others.	(EC2/3)
W+	-1.61	97	Can make and respond to suggestions.	(EC3/Lon2)

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W+	-1.76	18	Can discuss what to do in the evening, at the weekend.	(EC3edited)
W	-2.3	96	Can discuss what to do, where to go and make arrangements to meet.	(EC3edited)
B				

WRITTEN INTERACTION CORRESPONDENCE

Level	Logit	No	Descriptor	Sources
M				
EOP				
V				
T	-0.71	239	Can write personal letters describing experiences, feelings and events in detail.	(EC8)
W+	-1.85	75	Can write very simple personal letters expressing thanks and apology.	(ALTE1/ EC2)
Tour	-4.59	35	Can write a short simple postcard.	(EC1)

WRITTEN INTERACTION NOTES, MESSAGES & FORMS

Level	Logit	No	Descriptor	Sources
M				
EOP				
V				
T+	-0.07	229	Can take messages communicating enquiries, explaining problems.	???
T				
W	-2.27	109	Can write short, simple notes and messages relating to matters in areas of immediate need.	(EC3/ ASLPR1-)
B	-3.28	74	Can write simple notes to friends.	EC2
B	-4.04	73	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	(ILR0+/ ASLPR0+)

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Tour	-4.56	149	Can fill in uncomplicated forms with personal details name, address, nationality, marital status.	(ASLPR1)
Tour	-4.62	34	Can fill in very simple registration forms with basic personal details.	(North1/ ASLPR 0+ /EC1)

SPOKEN PRODUCTION
DESCRIBING & NARRATING

Level	Logit	No	Descriptor	Sources
M				
EOP	2.93	253	Can give clear detailed descriptions of complex subjects.	(EC8)
V	1.5	160*	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	(EC6-7/ North 5/ edited)
T+	-0.02	174	Can relate basic details of unpredictable occurrences, e.g., an accident.	(ASLPR1+)

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T	-0.57	211	Can relate the plot of a book or film and describe his/her reactions.	(EC7adapted)
T	-0.65	210	Can give detailed accounts of experiences, describing feelings and reactions.	(EC6/7/Wilk 4/dutch3/ ACTFLAd
T	-0.72	212	Can describe dreams, hopes and ambitions.	(EC4/5 adapted)
T	-0.89	118	Can describe events, real or imagined.	(EC2-5/natc6)
T	-0.87	138*	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	(EC6-7/ North5/Trim 4 edited)
T	-1.14	154	Can narrate a story.	(Lon2)
W+	-1.44	64	Can use simple descriptive language to make brief statements about and compare objects and possessions:	(EC2-3/ Eur- LonA/B/ dutch1/Lon2)
W+	-1.5	66	Can give short, basic descriptions of events and activities.	(North2)
W+	-1.65	21	Can describe pets and possessions.	(EurLonA-B /carr4edited)
W+	-1.85	80	Can explain what he/she likes or dislikes about something.	(EC2-4 / natc3 /Eur- LonA-B/ ALTE1)
W+	-1.93	100	Can describe plans and arrangements.	(EC2/Eur Lon A/B)
W+	-2	40	Can describe habits and routines.	(EC2/Eur Lon A/B)
W+	-2.01	173	Can describe past activities and personal experiences.	(EC3-5 /EurLonB)

SPOKEN PRODUCTION

DESCRIBING & NARRATING (cont.)

Level	Logit	No	Descriptor	Sources
W+	-2.01	209	Can give an extended description of everyday aspects of his environment e.g. people, places, a job or study experience.	(EC6/7/ ASLPR2)
W	-2.44	99	Can describe people, places and possessions in simple terms.	(EC3/Eur- Lon A/B edited)

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W	-2.51	65	Can use simple language to describe people's appearance.	(EC2-3/ Eur-LonA/B/dutch1/Lon2)
W	-2.65	19	Can describe themselves and other people.	(EC1)
W	-2.66	153	Can describe their family, living conditions, educational background, present or most recent job.	(ASLPR2 edited)
B	-3.64	20	Can describe where they live.	(EC1)

SPOKEN PRODUCTION
PUTTING A CASE

Level	Logit	No	Descriptor	Sources
M				
V+	2.18	236	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	(carr7 / HampLyon8)
V	1.53	168*	Can develop a clear argument, expanding and supporting his/her points of view with subsidiary points and relevant examples.	(Fulcher 4/ RSA4/ CCSE4 / Got edited)
V	1.23	255	Can speculate about causes, consequences, hypothetical situations.	(EC10)

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V	1.09	254	Can develop an argument giving reasons in support of or against a particular point of view.	(natc9)
V	1.03	213	Can construct a chain of reasoned argument.	(Trim4)
V	0.75	195	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	(natc9edited)

SPOKEN PRODUCTION PUTTING A CASE (cont.)

Level	Logit	No	Descriptor	Sources
T+	0.27	133	Can develop an argument well enough to be followed without difficulty most of the time.	(Hamp-Lyon5 /Got4/ elviri4)
T	-0.39	137	Can briefly give reasons and explanations for opinions, plans and actions.	(NewT)

W
B

STRATEGIC COMPETENCE - INTERACTION TURNTAKING

Level	Logit	No	Descriptor	Sources
EOP	3.51	260	Can select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking.	(NewE)
V	1.72	166*	Can intervene appropriately in discussion, exploiting a variety of suitable language to do so.	(New95 revised)
V	1.58	259	Can initiate, maintain and end discourse naturally with effective turn-taking.	(Got6)
V	1.23	196	Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.	(NewI)

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V	1.16	218	Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	(Got4/ elviri4 edited)
T	-0.98	166	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	(ASLPR1/EC 5/North 4 / ACTFLInt-M /natc5-6 /dutch1-5)
W+	-1.24	69	Can use simple techniques to start, maintain, or end a short conversation.	(Got2edited)

STRATEGIC COMPETENCE - INTERACTION
TURN TAKING (cont.)

Level	Logit	No	Descriptor	Sources
W+	-1.95	79	Can initiate, maintain and close simple, restricted face-to-face conversation.	(ACTFLInt-L /dutch1-5)
W	-2.54	25	Can ask for attention.	(dutch1-5 /RSA3)
B				

STRATEGIC COMPETENCE - INTERACTION
COOPERATING

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Level	Logit	No	Descriptor	Sources
M				
V+	2.49	261	Can relate own contribution skilfully to those of other speakers. (EC9)	
V+	1.98	262X	Can give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion. (EC8)	
V	1.36	197	Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. (EC7edited)	
T	-0.31	140	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. (NewT)	
T	-0.89	81	Can invite others into the discussion. (EC5)	
W	-2.63	26	Can indicate when he/she is following. (ASLPR0+)	
B				

STRATEGIC COMPETENCE - INTERACTION ASKING FOR CLARIFICATION

Level	Logit	No	Descriptor	Sources
M				
EOP				
T+	-0.5	219	Can ask someone to clarify or elaborate what they have just said. (RSA3/ dutch 1-5/ natc6)	
T				

STRATEGIC COMPETENCE - INTERACTION ASKING FOR CLARIFICATION (cont.)

Level	Logit	No	Descriptor	Sources
W+	-1.74	42	Can ask very simply for repetition when he or she does not understand. (IELTS3/ AMES1)	
W+	-1.77	141	Can ask for clarification about key words not understood using stock phrases. (NewT-I)	
B				

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STRATEGIC COMPETENCE - PRODUCTION PLANNING				
Level	Logit	No	Descriptor	Sources
M EOP				
V	1.24	235	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	(wilk5edited)
T+	0.03	142	Can rehearse and try out new combinations and expressions, inviting feedback.	(NewT-I)
W	-2.29	103	Can recall and rehearse an appropriate set of phrases from his repertoire.	(NewW-T)

STRATEGIC COMPETENCE - PRODUCTION COMPENSATING				
Level	Logit	No	Descriptor	Sources
M	4.23	170*	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.	(NewM)

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V+	2.42	171*	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	(IELTS6/RS A 3-4/ CCSE 3 /ACTFL- Adv+ / dutch5)
T+	0.15	179	Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).	(RSA1 adapted)
T+	-0.14	157	Can define the features of something concrete for which he can't remember the word.	(NewI-E)

STRATEGIC COMPETENCE - PRODUCTION COMPENSATING (cont.)

Level	Logit	No	Descriptor	Sources
T	-0.44	120	Can use a simple word meaning something similar to the concept he wants to convey and invites "correction"	(NewW-T)
T	-1.06	104	Can foreignise a mother tongue word and ask for confirmation.	(NewW)
W+	-2.17	27	Can use an inadequate word from his repertoire and use gesture to clarify what he wants to say.	(NewI/ RSA1/ wilk1adapted)

B

STRATEGIC COMPETENCE - PRODUCTION MONITORING & REPAIR

Level	Logit	No	Descriptor	Sources
M	4.27	264	Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	(NewM)
EOP				
V	1.3	263	Can generally correct slips and errors if he becomes conscious of them.	(ASLPR4 edited)
V	1.03	181	Can make a note of "favourite mistakes" and consciously monitor speech for it/them.	(NewT-I)
V	0.76	220	Can correct mistakes if they have led to misunderstandings.	(dutch3-4/ Got4/ elviri4-6 edited)

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PRAGMATIC COMPETENCE (Language Use)

FLUENCY

Level	Logit	No	Descriptor	Sources
M				
EOP	3.61	266	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	(Got6/ IELTS 8/ finn8/ wilk6/ sho4)

PRAGMATIC COMPETENCE (Language Use)

FLUENCY (cont.)

Level	Logit	No	Descriptor	Sources
V+	2.74	265	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	(natc9/ North 6/ACTFLAd v+/ Got5/ ILR2+-3 /ASLPR3)

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V	1.69	222	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.	(Got4/ASLP R2/llb2/dutch3)
V	1.5	221	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	(wilk4)
T+	0.34	141*	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.	(sho2/EC6/Fulcher2 re-edited)
T	-0.31	143	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	(ESU4/carr4 EC4/wilk3/ASLPR1/elviri3/RSA1 /Got3/Fulcher 1/ACTFLInt-M /OTESL4/dutch2/wilk3)
T	-1.19	112	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	(NewW+95)

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PRAGMATIC COMPETENCE (Language Use) FLEXIBILITY

Level	Logit	No	Descriptor	Sources
M	4.23	174*	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate and to eliminate ambiguity.	

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V+	2.09	223	Can adopt a level of formality appropriate to the circumstances.	(Got4edited)
V+	1.89	155*	Can vary formulation of what he/she wants to say and can use some complex sentence forms.	
V	1.64	199	Can adjust to the changes of direction, style and emphasis normally found in conversation.	(Trim4/ ACTFLAdv)
T	-0.73	158X	Can exploit a wide range of simple language flexibly to express much of what he or she wants to.	(EC5)
W+	-1.63	83	Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	(natc3-4 /wilk2edited)
W	-2.66	30	Can expand learned phrases through simple recombinations of their elements.	(natc5edited)

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PRAGMATIC COMPETENCE (Language Use)

COHERENCE

Level	Logit	No	Descriptor	Sources
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EOP	3.18	268	Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	(EC8-9/ CCSE 3/IELTS6/ elviri5)
V+	2.17	269	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	(Got5/ NewE edited)
V+	2.02	224	Can use a limited number of cohesive devices to link sentences together smoothly into clear, connected discourse.	(ACTFLAdv/ ILR2/ EC7/ ILR2)

PRAGMATIC COMPETENCE (Language Use)

COHERENCE (cont.)

Level	Logit	No	Descriptor	Sources
V	0.9	139*	Can use a limited number of cohesive devices to link his/her utterances, though there may be some "jumpiness" in a long contribution.	(EC6-7 / IELTS5 edited)
T	-0.69	145	Can link a series of shorter, discrete simple elements into a connected discourse.	(Fulcher 1/ RSA1/ wilk3/ elviri3/CCSE 1/ACTFL- Int-H /ASLPR1-1+)
T	-0.93	107	Can produce linked sentences to convey a message.	(EC2-3edited)
W	-3.03	46	Can link groups of words with simple connectors like "and", "but" and "because".	(EC1)

PRAGMATIC COMPETENCE (Language Use)

PRECISION

Level	Logit	No	Descriptor	Sources
M	4.38	237	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices.	(ASLPR3/ IELTS 6/ ACTFLAdv+ / dutch5)

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V	0.75	153*	Can pass on a detailed piece of information reliably.	(NewI+)
T+	0.17	140*	Can explain the main points in an idea or problem with reasonable precision.	(NewI)
T	-0.98	182	Can express the main point he/she wants to make comprehensibly.	(OTESL4/ dutch2/ RSA1edited)
T	-1.19	108*	Can convey simple information of immediate relevance, getting across which point he/she feels is most important.	(ASLPR0+/ carr3/ESU2- 3 /EC2/ dutch1 edited)

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PRAGMATIC COMPETENCE (Language Use)

THEMATIC DEVELOPMENT

Level	Logit	No	Descriptor	Sources
EOP	2.80	169	Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	(New95/ Harris edited /revised)

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T	-0.45	125	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	(New95 / Harris edited / revised)
W+	-1.28	107	Can tell a story or describe something in a simple list of points.	(New95 / Harris edited / revised)

LINGUISTIC COMPETENCE (Language Resources)
GENERAL RANGE

Level	Logit	No	Descriptor	Sources
M				
V+	2.04	270	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	(finn6 / CCSE3 / RSA3 edited)
V				
T	-0.92	183	Has enough language to get by, but lexical limitations cause repetition and even difficulty with formulation at times.	(EC6edited)
W+	-1.9	123	Has a repertoire of basic language which enables him or her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	(EC3)
W	-2.43	105	Can use basic sentence patterns.	(IELTS3 edited)
W	-2.45	71	Can communicate with memorised phrases, groups of a few words and single expressions and formulae.	(Fulcher 0 / IELTS2 / ASLPR0+)

LINGUISTIC COMPETENCE (Language Resources)
GENERAL RANGE (cont.)

Level	Logit	No	Descriptor	Sources
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W	-2.81	29	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type personal details, daily routines, wants and needs, requests for information.	(elviri1/EC1)
W	-2.84	28	Has a limited repertoire of short memorised phrases and sentences covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	(EC2-/ IELTS2/ASL PR0+/1 / OTESL2 /ESU2-3/ finn2/ GotU/ natc3/ ILR0+)

LINGUISTIC COMPETENCE (Language Resources)

VOCABULARY RANGE

Level	Logit	No	Descriptor	Sources
M	4.68	272	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning.	(sho4/Got6)

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EOP	3.3	271	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; Little obvious searching for expressions or avoidance strategies.	(EC8-9/ ASLPR3/ FSI3)
V				
T	-0.94	225	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	(FSI2/ASLP R2/ILR2/ sh2)
W+	-1.91	124	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	(Ilb1/ Got3/ sho1edited)
W	-2.37	72	Has a sufficient vocabulary for the expression of basic communicative needs.	(Got2/ ASLPR 1-/ ACTFL Novedited)

LINGUISTIC COMPETENCE (Language Resources)
VOCABULARY RANGE (cont.)

Level	Logit	No	Descriptor	Sources
W	-2.37	31	Has a sufficient vocabulary for coping with simple survival needs.	(ACTFLNov- M edited)

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LINGUISTIC COMPETENCE (Language Resources)
GRAMMATICAL ACCURACY

Level	Logit	No	Descriptor	Sources
M				

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EOP	2.98	177*	Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	(ASLPR3/FS I3/llb3/natc10/wilk5 / ESU6/ Hamp-Lyon6 / Got5/ ACTFL Sup /ILR3/ ILR3+ / EC9/ North7/CCS E 4/ GotÖ / ESU7/ elviri 6)
V+	2.39	273	Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	(FSI4/ASLP R4/Got6/ES U 7-8/ ILR 4 sho4/IELTS8 /EC10/carr8 /ESU8/ Hamp Lyon 7-8)

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T+	0.0	226	Does not make mistakes which lead to misunderstanding; errors occur, but it is clear what he/she is trying to express.	(NewI/ ASLPR2/CC SE2/GotM)
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LINGUISTIC COMPETENCE (Language Resources)
GRAMMATICAL ACCURACY (cont.)

Level	Logit	No	Descriptor	Sources
T+	-0.26	200	Can communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influences.	(finn5/c&h5/ EC6-7/ CCSE 2/ llb2 /wilk4edited)
T	-0.94	159	Can use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	(RSA2/carr4/ EC4/sho1/ IELTS4)
W	-2.43	146	Can use some simple structures correctly, but still systematically makes basic mistakes.	(Got3/EC5/ ILR1)
W	-2.96	106	Has limited control of even short, simple sentence structures and tends to mix up tenses and forget to mark agreement. Nevertheless it is clear what he/she is trying to say.	RSA2/carr4/ EC4/sho1/ IELTS4)

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LINGUISTIC COMPETENCE (Language Resources)
VOCABULARY CONTROL

Level	Logit	No	Descriptor	Sources
M EOP V				
T	-0.86	184	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts.	(ILR1+)
W	-2.84	32	Can control a narrow repertoire dealing with concrete everyday needs.	(NewW)

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LINGUISTIC COMPETENCE (Language Resources)
PHONOLOGICAL CONTROL

Level	Logit	No	Descriptor	Sources
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LINGUISTIC COMPETENCE (Language Resources)
PHONOLOGICAL CONTROL (cont.)

Level	Logit	No	Descriptor	Sources
E	3.32	274X	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning	(Got6/carr7/NewE)
V+	2.53	275X	Has acquired a clear, natural, pronunciation and intonation.	(llb3/natc9/NewE)
T+	0.20	238X	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	(CCSE3/EC9 RSA3/FSI3/sho3/ILR3/ESU6)

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