



Language Policy Division

The CEFR Grid for Speaking, developed by ALTE members (input)



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This grid is designed to elicit information pertaining to ONE task in the test indicated. The GENERAL INFORMATION section (section 1) refers to the speaking test as a **whole**. Other sections refer to an individual task within the test.

For definitions (and translations) of terminology, users are referred to the **ALTE Multilingual Glossary of Testing Terms** (Cambridge University Press).

1 GENERAL INFORMATION (whole speaking test)

0	Name of test provider						
1	Name of test						
	Component	speaking component					
2	Target language						
3	Nº. of tasks in the speaking component	1	2	3	4 or more		
4	Integration of skills ¹ (circle at least one)	speaking (no other skill involved)	reading	writing	listening		
	Comment						
5	Total duration of speaking component (including preparation time)	approx.minutes (of which minutes preparation time)					
6	Target performance level CEFR – General (p26, p58) (Also appendix D for ALTE <i>Can Do's</i> – p244) (circle at least one)	A1	A2	B1	B2	C1	C2
7	Channel	face to face	phone	computer	video conference	tape recorder	video recorder
				aud			
8	Test Purpose	general proficiency	specified purpose (Language for Specific Purposes):				

¹ To what extent the **whole speaking component** involve integration with another skill. Is this integration explicit or implicit? Bear in mind, that even a written prompt implies a degree of skill integration, which may or may not be recognised at the rating stage.

The following tables (sections 2 – 6) refer to ONE TASK in the sub-test. Fill in the grid in relation to each one of tasks on the subtest.

2 TASK INPUT/PROMPT - Rubric and prompts (verbal, iconic) or other forms of input designed to elicit the required response(s) in the target language.

0	To which task in the speaking component of the test does the information relate?					
9	Language of instructions/rubric	language of test provider	target language of test		other language ?	
10	Instructions spoken or written (channel)	spoken	written		recorded	pictorial/iconic
11	Level of language of instructions/rubric	much easier than level of test	easier than level of test	same as level of test	more difficult than level of test	
12	Task duration (minutes)	approx.....minutes				
13	N°. of assessors present	0	1		2	
14	Recorded ?	yes - audio		yes - video	no	
15	Control/guidance by the task (flexibility of task frame ²)	rigidly controlled		partially controlled	open format	
16	Control/guidance by interlocutor (flexibility of interlocutor frame ³)	rigidly controlled format (e.g. list of questions to be asked)		partially controlled format (e.g. interview in controlled format with specified topic)	open format (e.g. undirected interview or discussion)	
17	Specification of content	specified			not specified	
18	Interaction type	dialogue: paired candidates	dialogue: grouped candidates	dialogue: candidate/examiner	dialogue: simulated/recorded prompts	monolog
		repetition of prompt	role play	reading aloud	react to a prompt	
19	Discourse mode (genre)	interview			story telling (narration)	
		speech, presentation			discussion/conversation	
20	Audience (real)	assessor	other candidate	teacher	none (e.g. tape recorder)	other:

² The extent to which the task frame guides or limits the response of the candidate.

³ The extent to which the interlocutor frame controls the input from the examiner/assessor/interviewer in a way that determines the nature and content of the interaction. The input from interlocutor may be largely unguided, resulting in free or creative speaking. Is the content which is expected in the response specified by the interviewer examiner ?

21	Audience (imagined, as in role play)	employer	committee, board	business, shop, etc.	teacher	answering machine	
		general public	family member	friend, acquaintance	other: (specify)		
22	Type of prompt (select at least one)	oral only (given orally by examiner)					
		textual (written)		written sentence, question, instructions			
				letters	e.g. to pen-friend		
				notes, messages, memos	e.g. office memo		
				adverts			
				programs	e.g. theatre, football, etc.		
				forms	e.g. fill immigration form		
				excerpts	books/journals magazines/newspapers		
		iconic		graph	annotated/ not annotated		
				chart			
				table			
				diagram			
				map			
				sequence of diagrams			
		pictorial (non-verbal)		photo(s)			
drawing, sketch							
sequence of pictures							
other (specify)							

23	Topic CEFR p52 (select at least one)	personal identification		current affairs	
		house/home/environment		shopping	
		daily life		food and drink	
		free time, entertainment		services	
		travel		places	
		relations with other people		language	
		health and body care		weather	
		education		celebrities	
		science and environment		work environment	
		other (please specify):			
24	Planning time	30 secs	1 min	2 mins	not applicable
		comments			
25	Setting (imagined)	workplace	social	educational	other

3 RESPONSE (the expected spoken response elicited by the prompt(s)/input)

26	Length of response expected	30 secs	1min	2 mins	3mins	4mins	5mins	>5mins	
27	Text type	word level		phrase		discourse level			
28	Rhetorical function(s) CEFR p126	description (events) description (process) description (data) description (objects) description (pictures) narration commentary presentation explanation demonstration		instruction argumentation persuasion reporting events giving opinions making complaints suggestion comparison and contrast		exemplification synthesis analysis evaluation expressing possibility/probability summarising asking for information other: (specify).....			
29	Register CEFR p120	informal		neutral		formal			
30	Domain CEFR p45	personal		public		occupational		educational / academic	
31	Grammatical level CEFR, p. 114	only simple grammatical structures		mainly simple structures		limited range of complex structures		wide range of complex grammatical structures	
32	Lexical level CEFR, p.112	only frequent vocabulary		mainly frequent vocabulary		extended vocabulary		wide range of advanced vocabulary	
33	Discourse features (e.g. cohesion) CEFR, p.125	extremely limited use		limited		competent use		advanced use	
34	Situational authenticity ⁴	low		medium		high			
35	Interactional authenticity ⁵	low		medium		high			
36	Cognitive processing ⁶	reproduction of known ideas only				knowledge transformation			
37	Content knowledge	personal/daily life/basic communication needs		common, general, non-specialised.		wide range of non-specialised knowledge areas.		very wide range of knowledge areas (social, scientific, study-related, sometimes specialised, etc.)	
38	Task purpose	referential (telling)		emotive (reacting)		conative ⁷		phatic ⁸	

⁴ To what extent does the task reflect a real life activity that the candidate is likely to perform

⁵ Conative refers to tasks which require that the candidate argue, persuade, discuss for and against, etc.

⁶ How difficult the task is to perform from a non-linguistic point of view; e.g., how difficult the iconic prompts are to interpret if presented in graphic form, which may be unfamiliar to the candidate

⁷ Conative refers to tasks which require that the candidate argue, persuade, discuss for and against, etc.

⁸ Phatic – intending to keep in touch with correspondent(s)

4 RATING of TASK

39	Known criteria	are the grading criteria available to the candidate ON THE PAPER and is s/he familiar with them ? Y/N If no, where can these be viewed ?					
40	Rating method	impressionistic/ holistic	descriptive scale (band descriptors)		analytical method		
41	Assessment criteria	grammatical accuracy	cohesion and coherence	lexical control	content	interactive communication	development of ideas
		pronunciation (phonological)		pronunciation (intonation and stress)		other:	
42	No. of raters	1	2	3	computer rated		
		other (explain)					
43	Use of moderator ⁹	YES			NO		

5 FEEDBACK TO CANDIDATE

44	Quantitative feedback ¹⁰	raw score	score as %	ranking (e.g. quartile)	CEFR level	exam specific grade	pass/fail only	other:
		(tick here) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Qualitative feedback	grammar <input type="checkbox"/>	lexis <input type="checkbox"/>	cohesion / coherence <input type="checkbox"/>	content <input type="checkbox"/>	develop- ment of ideas <input type="checkbox"/>	task relevance <input type="checkbox"/>	other:

⁹ A moderator checks that rating criteria are observed consistently and ensures that grades have been allocated correctly and fairly by examiners

¹⁰ Information given to candidates regarding their performance on the task