

CEFR Assessment Criteria

| CEFR Assessment Criteria | | <i>Student's name</i> | | | | | | | | | | | | | | | | | | | |
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| | | Component | | Descriptor | | | | | | | | | | | | | | | | | |
| Vocabulary control | | Occasional minor slips, but no significant vocabulary errors. | | | | | | | | | | | | | | | | | | | |
| Overall spoken interaction | | Can express him / herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | | | | | | | | | | | | | | | | | | | |
| Spoken interaction | | Can exchange opinions on questions and justify his / her arguments. | | | | | | | | | | | | | | | | | | | |
| Spoken interaction | | Can ask and provide detailed answers to questions about personal experience. | | | | | | | | | | | | | | | | | | | |
| Spoken production | | Can give his / her opinion on a contemporary topic or problem. | | | | | | | | | | | | | | | | | | | |

1 = more work needed 2 = acceptable 3 = good 4 = very good