

CEFR Assessment Criteria

| | | <i>Student's name</i> | | | | | | | | | | | | | | | | | | | | |
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| Component | Descriptor | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | | | | | | | | | | | | | | | | | | | | | |
| Formal discussion and meetings | Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | | | | | | | | | | | | | | | | | | | | | |
| Planning | Can plan what is to be said and the means to say it, considering the effect on the recipient(s). | | | | | | | | | | | | | | | | | | | | | |
| Sustained monologue: Putting a case | Can develop a clear argument, expanding and supporting his / her points of view at some length with subsidiary points and relevant examples. | | | | | | | | | | | | | | | | | | | | | |
| Spoken interaction | Can open a debate on a specific topic. | | | | | | | | | | | | | | | | | | | | | |

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

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| Spoken interaction | Can take part in and contribute to an extended discussion about a topic of interest. | | | | | | | | | | | | | | | | | | | | |
| Spoken production | Can agree or disagree with a statement or question, and give reasons why. | | | | | | | | | | | | | | | | | | | | |
| Spoken production | Can give his / her opinion on a question or topic of interest, and reasons why. | | | | | | | | | | | | | | | | | | | | |
| Strategies | Can use standard phrases like 'I'm absolutely convinced that...' to emphasize his / her point of view. | | | | | | | | | | | | | | | | | | | | |

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