

## The CEFR Grid for Writing Tasks\* v. 3.1 (presentation)

This grid has been developed in order to assist test providers in their work with the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* and the *Manual for Relating Language Examinations to the CEFR*, both available from the Language Policy Division of the Council of Europe.

There are two varieties of this grid: the **analysis** grid and the **presentation** grid (this one). The **analysis** grid is intended to be used in workshops, benchmarking events and for other activities where participants at the event are asked to complete the grid. In these cases, the activities are likely to be part of the *standardisation of judgements* stage described in the *Manual*. Where the grid is to provide a descriptive record of test tasks, the **presentation** grid may be more suitable. If completed grids are intended to be offered as illustrative samples, their final use will relate to *standardisation of judgements* stage of the *Manual*. On the other hand, if test providers wish to analyse test content and specifications for their own purposes, the relevant stage is *specification*.

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## Sample Test Tasks

Report on analysis of  
 Target language of this test  
 Target level (CEFR) of this test  
 Task number/name

### General Information - the whole test

|   |                 |         |
|---|-----------------|---------|
| 1 | Total test time | minutes |
| 2 | Purpose         |         |

### 3 Background to the examination

### 4 Candidature

### 5 Structure of the test

### General Information - the writing component

|    |                                      |         |
|----|--------------------------------------|---------|
| 6  | Number of tasks in the writing paper |         |
| 7  | Total component time                 | minutes |
| 8  | Integration of skills                |         |
| 9  | Channel                              |         |
| 10 | CEFR level of this component         |         |

### 11 The writing component format

## 12 Specific Information - example task

### 13 Mark distribution

### 14 Task rating

### 15 Effective level

### 16 Sample task:

|                        |
|------------------------|
| -- sample task here -- |
|------------------------|

| i) Task input/prompt |   |         |
|----------------------|---|---------|
| 17                   | Language of input/prompt                  |         |
| 18                   | CEFR level of input/prompt                |         |
| 19                   | Time permitted or suggested for this task | minutes |
| 20                   | Control/guidance                          |         |
| 21                   | Content                                   |         |
| 22                   | Genre                                     |         |
| 23                   | Rhetorical function(s) of input           |         |
| 24                   | Imagined audience                         |         |
| 25                   | Mode of input/prompt                      |         |
| 26                   | Topic or theme of input                   |         |
| 27                   | Integration of skills for input           |         |

| ii) Response (description of written response elicited by the prompt(s)/input) |                                 |  |
|--|---------------------------------|--|
| 28   | Number of words expected        |  |
| 29   | Rhetorical function(s) expected |  |
| 30   | Text purpose                    |  |

|    |                                 |  |
|----|---------------------------------|--|
| 31 | Register                        |  |
| 32 | Domain                          |  |
| 33 | Grammatical competence expected |  |
| 34 | Lexical competence expected     |  |
| 35 | Discoursal competence expected  |  |
| 36 | Authenticity: situational       |  |
| 37 | Authenticity: interactional     |  |
| 38 | Cognitive processing            |  |
| 39 | Content knowledge required      |  |

### iii) Rating of Task

|    |                                  |  |
|----|----------------------------------|--|
| 40 | Known criteria                   |  |
| 41 | Task rating method               |  |
| 42 | Assessment criteria              |  |
| 43 | Number and combination of raters |  |

### iv) Feedback to candidates

|    |                       |  |
|----|-----------------------|--|
| 44 | Quantitative feedback |  |
| 45 | Qualitative feedback  |  |

**46 Example answer**

**47 Commentary**

**48 Score allocated**

All references to the *CEFR* are to the document on the Council of Europe's Language Policy Division's web site.

- 2 The purpose of the test may be **general proficiency**, for a specific purpose. State the purpose if specific (**English for Legal Purposes, German for Academic Purposes, etc.**).
- 3 The description of test background may contain the reasons for developing the test, a description of the suite of which this test is a part, or other such details.
- 4 Describe the size and demographic profile of the candidature.
- 5 Describe the other components of the test (e.g. the speaking component, the reading component).
- 6 In the case that there the number of tasks depends on which options are chosen, specify in the introductory text (point 5)
- 8 Skills, in addition to writing, which are involved in the completion of this task (regardless of whether they are explicitly recognised at the rating stage). Choose from: **none, reading, speaking, listening, a combination**.
- 9 The method by which the candidate's response is recorded. Choose from **handwritten, word processed, either**.
- 10 *CEFR*, Ch. 3.
- 11 The description may include information such as the number of subsections, task types in each subsection, time allowed for each subsection.
- 12 You may wish to include a short description of the task here. The description could include the aims of the task, what candidates have been asked to do and would constitute a full completion of the task.
- 13 Describe how marks are distributed in this section of the task and what candidates would need to include to achieve full marks on this task.
- 14 Explain how the task is rated (e.g. **clerically, machine marked**), what instruments are used and what aspects are considered when deciding the grade.
- 15 Describe the measures taken to ensure Writing tasks are set at the appropriate level. This description may include the process of question paper production and trialling.
- 16 Insert the sample task, including rubric and prompt/input.
- 18 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**.
- 19 If not specified, expected time.
- 20 The extent to which the rubric, prompt or input determines the nature and content of the response. Choose from: **controlled, semi-controlled** or **open-ended**.
- 21 Whether the content of the response is specified in the rubric. Choose from: **specified** or **not specified**.
- 22 Choose from: **letter (business), letter (personal), review, academic essay, composition, report, story, proposal, article, form**, other (specify).
- 23 The functions which might be expected in the response. Choose from: **describing (events), describing (processes), narrating, commentating, expositing, explaining, demonstrating, instructing, arguing, persuading, reporting events, giving opinions, making complaints, suggesting, comparing and contrasting, exemplifying, evaluating, expressing possibility/probability, summarising**, other (specify). *CEFR*, p125 – 130.
- 24 The imagined audience for the input. Choose from: **friend/acquaintance, teacher, employer, employee, committee, board, business, students, general public** (e.g. with a newspaper article), other (specify).
- 25 Choose from: **oral, written** or **visual**, or **a combination**.
- 26 The topic or theme. Choose from: **personal identification, house and home/environment, daily life, free time/entertainment, travel, relations with**

- other people, health and body care, education, shopping, food and drink, services, places, language, weather**, other (specify). *CEFR*, p 51 – 53.
- 27 The language skills the candidate needs to understand the rubric and prompt/input. Choose from: **reading, listening, or a combination**.
- 29 The functions which might be expected in the response. Choose from: **describing (events), describing (processes), narrating, commentating, expositing, explaining, demonstrating, instructing, arguing, persuading, reporting events, giving opinions, making complaints, suggesting, comparing and contrasting, exemplifying, evaluating, expressing possibility/probability, summarising**, other (specify). *CEFR*, p125 – 130.
- 30 The expected purpose(s) of the response. Choose from: referential (to give ‘objective’ facts about the world), emotive (to describe the emotional state of the writer), conative (to persuade the reader(s)), phatic (to establish or maintain social contact with the reader(s)), metalingual (to clarify or verify understanding), poetic (writing for aesthetic purposes).
- 31 The register the candidate is expected to adopt in their response. Choose from: **informal, unmarked to informal, unmarked, unmarked to formal, formal**. *CEFR*, p 118 – 122.
- 32 The domain to which the expected response is imagined to belong. Choose from: **personal, public, occupational, educational/academic**. *CEFR*, p 45 – 46.
- 33 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**. *CEFR*, p 112 – 116.
- 34 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**. *CEFR*, p 110 – 112.
- 35 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**. *CEFR*, p 123 – 125.
- 36 The extent to which the task reflects a real-life activity a candidate could perform. Choose from **low, medium, or high**.
- 37 The extent to which interaction patterns are likely to mirror those in an equivalent, real-life task. Choose from **low, medium, or high**.
- 38 The difficulty in performing the task from a non-linguistic point-of-view. Choose from: **reproduction of known ideas, knowledge transformation**.
- 39 The kind of extra-linguistic knowledge required to complete the task. Choose from: **personal/everyday life knowledge areas, general/non-specialised knowledge areas, specialised knowledge areas** (scientific, study-related, etc.), **a wide range of knowledge areas**.
- 40 Describe the rating criteria are made available to the candidate, either before or during the test. If the criteria are not available together with the paper, state where they can be viewed.
- 41 Choose from: **impressionistic/holistic, descriptive scale, analytical scale**
- 42 State the criteria used in marking. Choose from: **grammatical range, grammatical accuracy, lexical range lexical accuracy, cohesion and coherence, content/task fulfilment, development of ideas, orthography**, other (specify).
- 43 If clerically marked, the number of raters will be 1 or more. However, responses may only be second- or third-marked in some cases and by fellow raters, or by more senior raters. If so, insert ‘+ more in selected cases’ after the base number of raters.
- 44 Quantitative feedback routinely given (for the writing component). Choose from: **raw score, percentage score, ranking in candidature, CEFR level, exam-specific grade, pass/fail status**, other (specify).
- 45 Qualitative feedback routinely given (for the writing component). Choose from: **comments for each of the rating criteria, holistic comments**, other (specify).
- 46 Insert a sample response to the task.
- 47 An explanation or justification of the grade awarded to the sample response.
- 48 The grade (or score) awarded to this sample response.