Reading and Listening

Levels are cumulative (i.e. it is assumed that learners are still able to do what they were doing in previous levels)

Procedures for Assessment (Reading and Listening)

Note:
Currently we are proposing 5 levels. We would propose that the 5 levels are each split into two (although without descriptors for the splits) designated as 'just meeting this level' (e.g. 3a, 4a) and 'comfortably meeting this level' (e.g. 3b, 4b). This effectively offers teachers 10 levels and the opportunity for students to feel they are making small jumps. However, it should be made clear to students that these descriptors do not match GCSE grades.

The judgement is based principally on weeks leading up to an assessment reference point but would also include any material (e.g. learner strategies material; self-statements of increasing confidence, or other forms of evidence) during the period in question.

Procedure for Reading and Listening
Always start with a holistic judgement of the level of the skill first. That is the '**Main Development Strand'** (MDS). At this stage the teacher should avoid being influenced by any other tests not related to Reading or Listening carried out in class (e.g. vocabulary tests). The judgement is based on a student's ability to understand spoken and written language (including TL use by the teacher and classmates) in the classroom and for homework; the judgement is then backed up by referring to the **Supporting Strands:** a) linguistic knowledge via objective tests of vocabulary and grammar; b) decoding skills through a reading aloud test; and c) learner strategies materials which students produce. The supporting strands would not be reported (e.g. to SMT or Ofsted); they are meant as additional information for teachers and students.

Example
A teacher grades a student at level 3a for listening based on a listening comprehension activity, and their understanding of target language communication over a whole series of lessons. They then check the student's vocabulary test and grammar test and look at what the student has offered as evidence of strategies. These test results and other evidence have two functions: to corroborate the skills judgement and to provide formative feedback to the learner. The teacher notes that the student has relatively low linguistic knowledge suggesting that their performance in listening is quite limited to a single topic. The teacher may therefore decide that level 3a is being too generous and keep the student at level 2b until the linguistic knowledge increases but the skilled performance is maintained. Please see the suggested vocabulary and grammar tests which accompany this assessment framework.

In terms of feedback to the learner it is useful for him/her to know that it is important to maintain the effective strategy use but to increase their linguistic knowledge.

Main Development Strands

NB. For all levels, learners are expected to understand both main arguments and details of texts

Reading	Listening
Level 1 – A beginning L2 reader: Can: - Understand very short texts e.g. three or four short sentences (approximately 25 words) on a familiar topic. - Understand texts composed mainly of simple sentences (e.g. one or two clauses), in which the vocabulary is generally limited to words of phrases which students have already encountered. - Understand texts which do not contain unexpected elements or unpredictable information. Note: *Predictability* refers to the extent to which the information in the text matches the reader's expectations, built up by the context or by the initial information in the text. For example, in a simple text describing someone's free time activities, one would expect to encounter references to things such as sports, hobbies and opinions. By contrast, references to school subjects would be unexpected and would therefore count as unpredictable information. ❑ **1a Just meeting this level** ❑ **1b Comfortably meeting this level**	**Level 1 - A beginning L2 listener:** Can: - Understand very short passages e.g. three or four short utterances (approximately 20 words) on a familiar topic - Understand passages spoken slowly and with clear articulation - Understand passages made up of simple and familiar language, i.e. single-clause utterances - Understand passages which do not contain unexpected elements or unpredictable information). Note: *Predictability* refers to the extent to which the information in the passage matches the listener's expectations, built up by the context or by the initial information in the passage. For example, in a simple passage describing someone's free time activities, one would expect to encounter references to things such as sports, hobbies and opinions. By contrast, references to school subjects would be unexpected and would therefore count as unpredictable information. ❑ **1a Just meeting this level** ❑ **1b Comfortably meeting this level**

Level 2 – A beginning L2 reader:

Can do all of 1 consistently and confidently, plus:
- Understand short texts (e.g. about 50 words) containing predictable information.
- Understand texts which include a wider range of vocabulary and structures, drawn from several familiar topics.
- Cope with a limited amount of unfamiliar language, requiring them to infer meanings from the surrounding language and context.

- ❑ **2a Just meeting this level**
- ❑ **2b Comfortably meeting this level**

Level 2 – A beginning L2 listener:

Can do all of 1 consistently and confidently, plus:
- Understand slightly longer passages, e.g. of 6-7 utterances (approximately 50 words) containing predictable information
- Understand passages spoken more clearly and slowly than normal
- Understand passages containing some utterances of more than one clause, plus a wider range of vocabulary and structures drawn from several familiar topics
- Cope with a limited amount of unfamiliar language, with meaning to be inferred from context and other non-linguistic clues such as tone of voice

- ❑ **2a Just meeting this level**
- ❑ **2b Comfortably meeting this level**

Level 3 – A developing L2 reader:

Can do all of 1 & 2 consistently and confidently, plus:
- Understand longer texts (e.g. about 100 words), which may contain some unpredictable elements
- Understand texts which include a wider range of vocabulary and structures drawn from several familiar topics. (These topics may include those covered in previous terms or years of study)
- Read familiar language more fluently – i.e. with greater speed, fewer pauses and more authentic intonation when reading aloud.
- Cope with texts containing a larger proportion of unfamiliar language, requiring them to infer from the surrounding language and context.

- ❑ **3a Just meeting this level**
- ❑ **3b Comfortably meeting this level**

Level 3 – A developing L2 listener:

Can do all of 1 & 2 consistently and confidently, plus:
- Understand longer passages (e.g. about 100 words), which may contain some unpredictable elements
- Understand passages spoken more clearly and slowly than normal
- Understand passages containing a wider range of vocabulary and structures drawn from several familiar topics, including those met in previous years of study
- Cope with some unfamiliar language, with meaning to be inferred from context, other non-linguistic clues such as tone of voice, and surrounding language

- ❑ **3a Just meeting this level**
- ❑ **3b Comfortably meeting this level**

Level 4 – A competent and confident L2 reader:

Can do all of 1, 2 & 3 consistently and confidently, plus:
- Understand extended texts (e.g. 150-200 words) which contain unpredictable elements
- Understand texts of greater complexity in terms of vocabulary, structures and idiom (i.e. having some characteristics of authentic language).
- Cope with a range of unfamiliar language, requiring them to infer meanings from the surrounding language and context.

- ❑ **4a Just meeting this level**
- ❑ **4b Comfortably meeting this level**

Level 4 – A competent and confident L2 listener:

Can do all of 1, 2 & 3 consistently and confidently, plus:
- Understand extended passages (e.g. about 150 words or more in length) which contain unpredictable elements
- Understand passages, spoken at near-normal speed but with clear articulation
- Understand passages of greater complexity in terms of vocabulary, structures and idiom (i.e. having some characteristics of authentic language).
- Cope with a range of unfamiliar language, with meaning to be inferred from context, other non-linguistic clues such as tone of voice, and surrounding language

- ❑ **4a Just meeting this level**
- ❑ **4b Comfortably meeting this level**

Level 5 – A skilled L2 reader:

Can do all of 1, 2, 3 & 4 consistently and confidently, plus:
- Understand extended, continuous texts (e.g. about 250 words or more in length) which contain unpredictable elements
- Understand texts with complex structures and richness of vocabulary and idiom, typical of authentic language
- Understand texts covering a wide range of topics, including some that learners have not yet encountered
- When reading texts containing mainly familiar language, they read fluently – i.e. comfortably, at reasonable speed, with few unnatural pauses and with mainly accurate intonation when reading aloud.
- Draw conclusions from what they read

- ❑ **5a Just meeting this level**
- ❑ **5b Comfortably meeting this level**

Level 5 – A skilled L2 listener:

Can do all of 1, 2, 3 & 4 consistently and confidently, plus:
- Understand extended, continuous speech(e.g. about 250 words or more in length) which contain unpredictable elements
- Understand passages spoken at normal or near-normal speed but with clear articulation
- Understand passages with complex structures and richness of vocabulary and idiom, typical of authentic language; this language is drawn from a range of topics, including some that learners have not yet encountered
- Draw conclusions from what they hear

- ❑ **5a Just meeting this level**
- ❑ **5b Comfortably meeting this level**

Supporting Strand 1 – Linguistic Knowledge & Decoding

> **Developmental criteria:**
> **(1) Receptive Vocabulary Breadth & Depth (= VBD)** (<u>L2</u>* words which the learner recognizes and whose meaning he/she can understand)
> Number of non-cognate words understood; accuracy of cognate words understood; Number of collocations* understood;
> **(2) Evidence of a Developing Rule System (= DRS)**
> The testing system (school-tailored Grammaticality Judgement Test) would include: Knowledge of <u>function words</u>*; Number of verb phrases (types) produced; ability to refer to present, past and future
> **(3) Decoding (convert printed / written symbols or words into sounds and meaning)**
> Reading Aloud Test (RAT) using individual words (both familiar and unfamiliar), to assess learners' ability to decode from the written word.

VBD and DRS
Level 1 - Essential linguistic knowledge
1) (VBD) Can give meaning of at least 30 non-cognate words (e.g. *arbres*; *dans*). Can give meaning of at least 12 <u>collocations</u>* (e.g. *à bientôt, tout de suite*). Can quickly give correct meaning of at least 50 cognate words.
2) (DRS) none expected

Level 3 - Developing linguistic knowledge
1) (VBD) Can give meaning of at least 80 non-cognate words.
2) Can give meaning of at least 25 <u>collocations</u>* (e.g. *à mon avis*). Can quickly give meaning of correct form of at least 100 cognate words. Has a range of both concrete and abstract vocabulary.
3) (DRS) awareness of when TL structure differs from English

Level 5 - Secure linguistic knowledge
1) (VBD) Can give meaning of a wide range of vocabulary and <u>collocations</u>* quickly and confidently. The range includes a considerable number of items which are abstract in nature. They have vocabulary knowledge depth as well as breadth (e.g. how words can have multiple meanings)
2) (DRS) displays knowledge of a wide range of grammatical patterns of the target language.

Decoding
Level 1: Learners' decoding is likely to be heavily influenced by L1 symbol to sound correspondences. Developing their knowledge and use of L2 symbol-sound correspondences therefore needs to be a priority in their early reading instruction
Level 3: The majority of words are correctly decoded (including known and unknown words, cognates, and words which have combinations of letters not found in English).
Level 5: Secure decoding skills but their accent may still be non-native like.

Supporting Strand 2 – Learner strategies, Self-Efficacy, Confidence

Developmental criteria:
(1) **Strategies:** The extent to which learners apply appropriate combinations of strategies to solve language learning challenges; the development of self-reliance rather than reliance on the teacher; the extent to which learners use feedback to develop their strategic behaviour.
(2) **Teacher feedback** is taken seriously/acted upon in some way.
(3) **Self-efficacy:** The extent to which learners feel able to tackle L2 learning challenges, such as reading and listening comprehension tasks; awareness of how strategies can lead to improved performance, resulting in higher levels of expressed self-efficacy.
(4) **Development in strategic behaviour and self-efficacy** measured by self-report (e.g. checklists) and teacher observation.

Glossary

Collocations – the habitual combination of a particular word with another word or words (e.g. *à mon avis, au centre ville, Schreib bald wieder, Bis bald*)

Fragments – parts of sentences

Function Words – a word whose main purpose is to express grammatical relations between words, rather than the meaning of a sentence.   Function words include pronouns, prepositions, conjunctions, articles and auxiliary verbs (e.g. *nous sommes allés <u>aux</u> magasins, Wie komme ich am besten <u>zum</u> Bahnhof*)

L1 – the first language spoken by the learner (e.g. English)

L2 – the learner's "second" language – i.e. the one s/he is learning

Nuances of Expression – subtle differences of meaning are conveyed through language (e.g. *il fait <u>vachement</u> chaud aujourd'hui, sie ist <u>ziemlich</u> klein*)

Rhetorical Devices – use of language that conveys style or effect, rather than content or meaning (e.g. *c'était une fête de malade, eine schöne Bescherung*)

Utterances – short phrases of spoken language

Un-analysed chunks of language – short phrases or sentences which have not been composed of separate words by the learner, but repeated as a whole from memory (e.g. *J'habite dans un village à la campagne, ich bin zwölf Jahre alt*)