

LEVEL CHECK RATING REFERENCE

Teacher reference | Page 1: speaking | Read before using the evaluation form

How to use the five ratings

State the intended task level first. Rate each criterion independently, using the performance anchors below. An A1 learner can earn 5 on an A1 task; this does not mean C2. Do not total or average ratings or convert them to a CEFR level.

1 Limited success: little successful evidence; major breakdowns.

2 Partial success: some success, but recurring limitations.

3 Generally effective: main demand met, with uneven control.

4 Consistent control: demand met reliably across the sample.

5 Consistent, flexible control: reliable performance maintained when a suitable follow-up, purpose or wording changes.

N/O: insufficient evidence; do not substitute a low rating.

Use the 1, 3 and 5 anchors as reference points. Choose 2 or 4 for evidence between neighbouring anchors. Do not infer flexibility from a memorised answer. Confidence means control of communication, not an outgoing personality.

Criterion	1 - Limited	3 - Generally effective	5 - Flexible control
Task achievement	Little of the requested message delivered.	Main message delivered; some relevant detail missing.	Message fully achieved and adapted to an appropriate follow-up.
Interaction	Exchange repeatedly breaks down or needs rescue.	Responds and maintains the main exchange; some help needed.	Manages turns, clarification and an unexpected follow-up effectively.
Fluency	Language-search pauses repeatedly prevent a message.	Sustains meaning despite some disruptive pauses or repairs.	Maintains a workable flow and reformulates when the demand changes.
Language range	Insufficient words/forms for the intended task.	Enough language for the main demand; some repetition or gaps.	Sufficient range, with effective alternatives when wording or purpose changes.
Accuracy	Frequent loss of control of forms expected for this task.	Relevant forms generally controlled; recurrent errors remain.	Consistent control at this demand, maintained during a suitable variation.
Intelligibility	Listener often cannot recover the intended message.	Main message understood; occasional repetition or effort needed.	Meaning consistently clear, including during reformulation.

Judge pronunciation by intelligibility, not similarity to a native accent. Judge pauses in relation to language demand, not speed alone.

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Teacher reference | Page 2: writing, conditions and evidence

Use the same 1-5 scale on page 1. Judge writing against its stated level, purpose and conditions. For a beginner message, simple accurate language may fully meet the demand; advanced vocabulary is not automatically better.

Criterion	1 - Limited	3 - Generally effective	5 - Flexible control
Task achievement	Purpose unclear or much required content missing.	Main purpose achieved; some content insufficiently developed.	Purpose and required content fully handled; response adapted to the reader.
Organisation / coherence	Ideas difficult to follow; connections often unclear.	Main sequence understandable; some links or paragraphing uneven.	Clear structure and links suited to purpose, maintained in a suitable variation.
Range / register	Words/forms insufficient; tone often unsuitable.	Enough language; some repetition or uneven tone.	Sufficient varied language and tone, adapted when reader or purpose changes.
Accuracy / meaning	Control below the task demand; errors often obscure meaning.	Expected forms generally controlled; errors sometimes distract.	Consistent control at this demand, sustained in an additional or revised sample.

For 5, seek evidence of adaptation in a short revision or second sample. If flexibility was not sampled, record that limitation rather than assume it. Source use is relevant only when the prompt supplies or requires sources.

Record conditions without confusing them with quality

Note language scaffolding such as supplied vocabulary, models, rephrasing and repeated prompts. It may limit what can be claimed about independent performance, but does not automatically lower every criterion.

Accuracy and organisation must still be judged from the actual language.

Record access adjustments separately from language help. An access adjustment alone is not evidence of weaker language ability. Note rehearsal, preparation time, dictionaries, spellcheck or other assistance when relevant.

Build a provisional skill profile

Record the task title, version, intended level and a short example supporting each judgement. Reading and listening need appropriate comprehension evidence; conversation alone does not establish a separate listening level. Leave untested skills NE. A grammar check measures sampled language knowledge, not overall proficiency.

Compare meaningful samples and neighbouring-level tasks when uncertain. Use the level overview for provisional classroom placement. At C1/C2, seek repeated evidence and, where possible, a second judgement. These task ratings are not a validated CEFR scale.

Framework: Council of Europe (2020), CEFR Companion Volume. Rating anchors are original classroom guidance by Instant ESL Worksheets, not official CEFR descriptors.