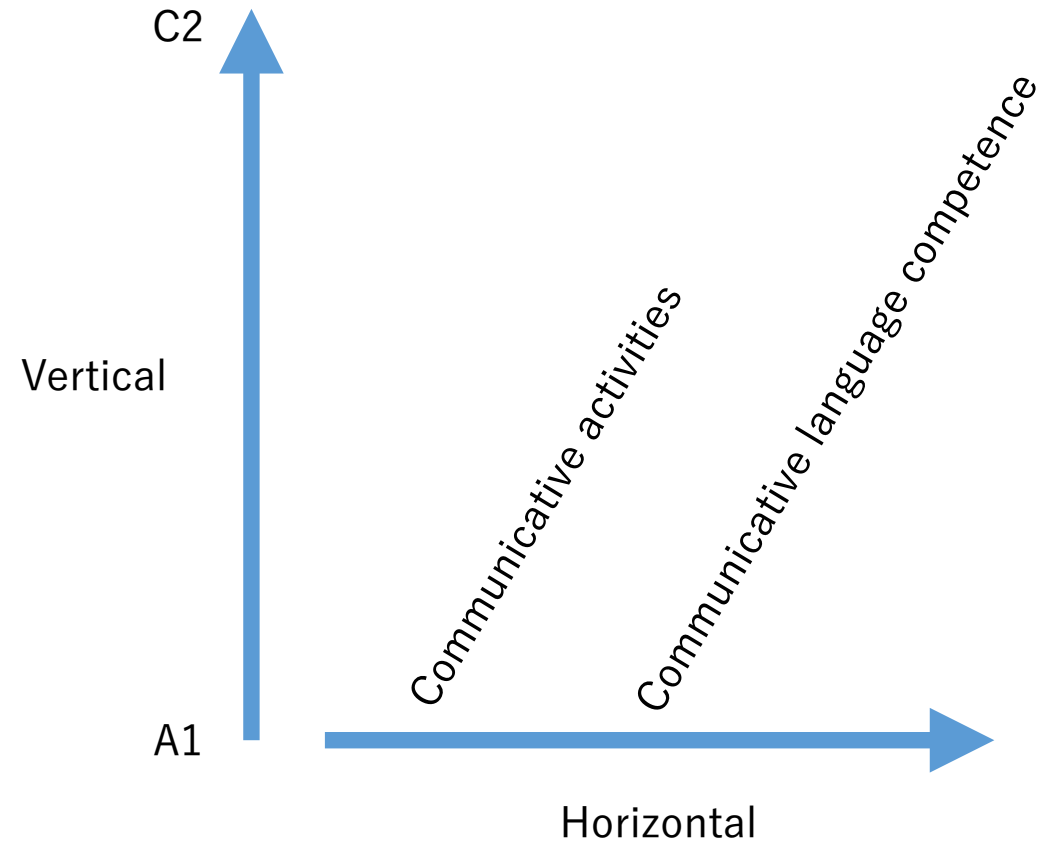


Common reference levels of language proficiency

CEFR (2001) Chapter 2.2

Vertical vs. Horizontal dimensions

- Vertical dimension
 - Ascending series of common reference levels for describing learner proficiency
- Horizontal dimension
 - Parameters of communicative activity and communicative language competence



The rationale of a vertical dimension

- Making more **concrete** what it may be appropriate to expect at different **levels of achievement** in terms of those categories.
→ This will aid the development of transparent and realistic statements of overall learning objectives.
- **progression** and **continuity**.
→ **Syllabuses and materials** need to be situated in relation to one another. A framework of levels may help in this process.



The rationale of a vertical dimension (2)

- Situate **learning efforts**
- Take account of **incidental learning**
- Facilitate **comparisons** of objectives, levels, materials, tests and achievement in different systems and situations.



Language learning and teaching & language assessment

CEFR (2001), Chapter 2.3

Language learning and teaching (2.3)



Encourage explicit descriptions of methods

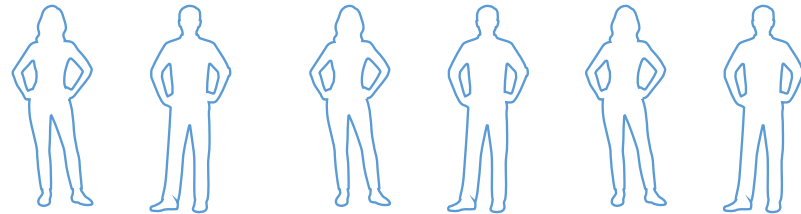


COMPREHENSIVE
TRANSPARENT
COHERENT

OPEN
DYNAMIC
NON-DOGMATIC



PARTNERS

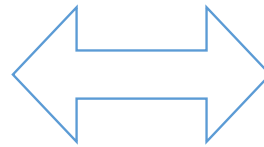


Theoretical basis and practical procedures

Language assessment

CEFR (2001) Chapter 2.4

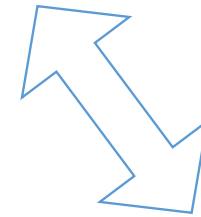
Language assessment



TEST/EXAMINATION

**Content specification
Assessment criteria**

COMPARISON



TEST/EXAMINATION

**Content specification
Assessment criteria**