



## Indicators for the quality assurance matrix for CEFR use

This is a list of all indicators used in the online version of the quality assurance matrix for CEFR use. Below each indicator you will find the quality principles it is associated with. You can find the online version here: <https://tools.ecml.at/matrix>

### Planning

**P1-1. Needs analysis:** The CEFR descriptive scheme and descriptors are used to analyse learner needs, develop a curriculum related to real world needs, which focuses on learners as language users.  
Relevance, Validity, Coherence

**P1-2. Needs analysis:** We have adapted the CEFR descriptors in order to make them appropriate for our particular context.  
Relevance

**P1-3. Needs analysis:** We have used the CEFR descriptive scheme and descriptors to provide a curriculum focused on developing transversal competences e.g. language awareness, communicative language strategies, learning to learn.  
Validity, Sustainability

**P1-4. Needs analysis:** We have involved and consulted our learners about their needs from an early stage of designing our curriculum.  
Transparency, Inclusiveness, Sustainability

**P1-5. Needs analysis:** CEFR descriptors are used to take account of learners' language biographies and repertoires in order to set course objectives  
Relevance

**P1-6. Needs analysis:** We plan the necessary steps to fill the 'gap' between where learners are now and where they need to be in order to achieve the course objectives.  
Relevance

**P1-7. Situation analysis:** We have used the CEFR to analyse the strengths and weaknesses/gaps in our current practice, and have planned change that is challenging but reasonable.

This is an output of the project 'A quality assurance matrix for CEFR use' of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. [www.ecml.at/CEFRqualitymatrix](http://www.ecml.at/CEFRqualitymatrix)



## Relevance

**P1-8. Situation analysis:** In designing our curriculum, we have consulted and involved stakeholders, e.g. parents, and future employers.

Relevance, Transparency, Inclusiveness, Sustainability

**P1-9. Situation analysis:** We have planned the necessary steps to implement the curriculum: (e.g. coordination meetings, workshops, piloting, dissemination).

Relevance, Validity, Coherence, Inclusiveness

**P1-10. Situation analysis:** We have considered constraints in terms of expertise, materials, support, and above all the available time and budget.

Relevance

**P2-1. Clarity:** We use CEFR descriptors to communicate to learners and stakeholders what will realistically be achieved by the end of the course.

Transparency, Coherence

**P2-2. Clarity:** We ensure that the aims for different languages are formulated in relation to CEFR descriptors in a parallel way in order to encourage a plurilingual approach.

Transparency, Coherence

**P2-3. Clarity:** We make clear the relationship between the curriculum, the CEFR levels and relevant (national) standards and examinations.

Transparency, Coherence

**P2-4. Clarity:** Each course module/unit has aims expressed as CEFR-related descriptor

Validity, Transparency, Coherence

**P2-5. Clarity:** Module/unit aims include development of communicative language strategies related to the activities concerned.

Validity, Transparency, Coherence

**P2-6. Sequencing:** We have subdivided the CEFR levels to set up curriculum milestones.

Validity, Transparency, Coherence

**P2-7. Sequencing:** We have specified 'core grammar' by analysing the language needed to do the tasks suggested by the CEFR descriptors.

Validity, Coherence

**P2-8. Sequencing:** We select communicative aims to create balanced learning modules with a variety of inputs and activities.

Validity, Coherence

**P2-9. Sequencing:** Our curriculum encourages a cyclical approach to language learning.

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Coherence

**P2-10. Materials:** Our resources and tasks refer to CEFR descriptors and related language aims.

Validity, Coherence

**P2-11. Materials:** We use materials that facilitate the implementation of the CEFR's action-oriented approach through real-life tasks.

Validity, Sustainability

**P2-12. Materials:** We help learners develop language skills by using authentic materials at all levels.

Validity

**P2-13. Materials:** We use materials that present language in context.

Validity, Coherence

**P2-14. Materials:** We recommend the use of specific authentic materials outside class.

Validity

**P3-1. Teachers involvement:** We have collaborated with a network of teachers from an early stage of the curriculum development.

Validity, Transparency, Coherence, Inclusiveness, Sustainability

**P3-2. Wider involvement:** We have taken conscious steps to ensure administrative and political backing, and union neutrality, in relation to the changes we envisage.

Relevance, Inclusiveness, Sustainability

**P3-3. Wider involvement:** We give regular updates on developments to our stakeholders.

Transparency, Inclusiveness, Sustainability

**P3-4. Wider involvement:** We have set up a scientific advisory board with experience of structuring and evaluating curriculum projects

Validity, Transparency, Inclusiveness

**P3-5. Communication:** For our curriculum project, we have set up a clear system to communicate what we are trying to achieve, the timelines, resources etc.

Transparency

**P3-6. Communication:** We are in touch with other institutions like ourselves to explain what we are doing and exchange ideas.

Transparency, Inclusiveness, Sustainability

**P3-7. Teacher education:** Teachers are provided with opportunities for self-learning and development, with scaffolded steps to self-direction.

Inclusiveness, Sustainability

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**P3-8. Teacher education:** We integrate training sessions on the implementation of the curriculum into our existing opportunities for teacher development.

Relevance, Coherence

## Implementation

**I1-1. Creating effective conditions:** We establish a relationship with each learner and provide a supportive environment.

Relevance, Transparency, Inclusiveness

**I1-2. Creating effective conditions:** We provide a stimulating yet achievable challenge for teachers and learners.

Relevance, Inclusiveness

**I1-3. Creating effective conditions:** We have opportunities to work together in person or online and to set up communities of practice linked to our curriculum.

Validity, Coherence, Inclusiveness, Sustainability

**I1-4. Creating effective conditions:** We encourage creativity in the classroom, e.g. through projects, expressive writing, games and play.

Relevance, Inclusiveness

**I1-5. Learner focus:** We address learners' real-world communication needs and draw on their experience and personal interests.

Relevance, Validity, Inclusiveness

**I1-6. Learner focus:** We inform learners about the aims of each course module, using CEFR descriptors.

Validity, Transparency, Inclusiveness

**I1-7. Learner focus:** Whilst following the curriculum, we react flexibly to what engages learners, rather than sticking rigidly to a set programme.

Relevance, Inclusiveness

**I1-8. Empowerment:** We include activities that encourage learners to practice communicative language strategies (e.g. interaction strategies, CEFR 4.4).

Validity, Sustainability

**I1-9. Empowerment:** We provide opportunities for mediation activities (mediating texts, concepts and/or communication itself)

Relevance, Inclusiveness, Sustainability

**I2-1. Variety & balance:** We use a variety of activities that take account of different learning styles.

Relevance, Coherence, Inclusiveness

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**I2-2. Variety & balance:** We ensure a balance between input, controlled practice and freer practice.  
Validity, Coherence

**I2-3. Variety & balance:** We ensure a balance between teacher-centred lessons and collaboration in pairs and small groups.  
Validity, Coherence, Sustainability

**I2-4. Variety and balance:** We provide easier alternatives or more challenging materials to different learners if appropriate.  
Relevance, Inclusiveness, Sustainability

**I2-5. Action-oriented approach:** We present new structures and vocabulary in a meaningful context.  
Relevance, Validity

**I2-6. Action-oriented approach:** We design or select real-life tasks that bring together a number of communicative aims and the related language competences.  
Validity, Coherence

**I2-7. Action-orientated approach:** We ensure that tasks are purposeful, meaningful, and collaborative, with a clear goal and product.  
Validity, Transparency, Coherence, Sustainability

**I2-8. Competences:** Learners are made aware of the relationship between language and culture and consciously develop intercultural awareness.  
Validity, Transparency, Sustainability

**I2-9. Competences:** We promote awareness of the structure of the target language.  
Transparency, Coherence, Sustainability

**I2-10. Competences:** Learners are sensitised to sociocultural/-linguistic aspects of language use (e.g. level of formality and politeness, register, expressions for particular situations).  
Validity, Sustainability

**I3-1. Monitoring:** There is an ongoing diagnostic assessment of learners' strengths and weaknesses.  
Relevance, Transparency

**I3-2. Monitoring:** We regularly monitor both communicative effectiveness and accuracy.  
Validity, Transparency, Coherence

**I3-3. Monitoring:** We use a variety of correction techniques (e.g. delayed correction during fluency activities; discussion of common errors).  
Relevance, Validity, Coherence

**I3-4. Monitoring:** We provide learners regularly with clear and structured feedback and with suggestions for follow up work.

**I3-5. Learner development:** We encourage a plurilingual approach, raising awareness of metalinguistic aspects (e.g. cognates, similarities/differences in grammatical structures).

Validity, Inclusiveness, Sustainability

**I3-6. Learner development:** We encourage learners to view their plurilingual profile as an asset and to exploit and develop all their (plurilingual) language resources.

Relevance, Inclusiveness, Sustainability

**I3-7. Learner development:** We encourage learners to transfer skills and strategies across tasks and across languages (e.g. reading strategies, how to structure a text).

Relevance, Sustainability

**I3-8. Learner development:** We encourage learners to use their general competences (knowledge of world, intercultural, professional, etc.) with their language competence.

Relevance, Sustainability

**I3-9. Learner development:** We provide opportunities for learners to undertake personally meaningful tasks or projects.

Relevance, Inclusiveness, Sustainability

## Evaluation

**E1-1. Constructive alignment:** There is a coherent, visible link between the curriculum, the aims communicated to learners and the assessment.

Validity, Transparency, Coherence

**E1-2. Constructive alignment:** There is a coherent, visible link between the activities and tasks used for teaching and those used for assessment.

Validity, Transparency, Coherence

**E1-3. Assessment for/as learning:** We use assessment to provide targeted feedback to learners, rather than solely for the purpose of assigning grades.

Relevance, Validity, Transparency, Coherence

**E1-4. Assessment for/as learning:** We encourage lifelong learning in a portfolio approach (e.g. European Language Portfolio), to document competence in different kinds of work.

Transparency, Inclusiveness, Sustainability

**E1-5. Assessment for/as learning:** When we give marks/grades for assignments we suggest practice materials for further development and advice about learning strategies.

Relevance, Transparency, Coherence

**E1-6. Assessment of learning:** 'Can do' checklists are used to assess progress at certain 'milestones'

(e.g. end of unit, end of term), including self-assessment and/or peer assessment.

Validity, Transparency, Coherence, Inclusiveness

**E1-7. Assessment of learning:** We assess both the quality of the *products* from tasks (e.g. texts, posters, presentations) and of the *process* (e.g. language in discussion, collaborative strategies).

Validity, Inclusiveness, Sustainability

**E1-8. Transparent criteria:** Descriptors of both *communicative success* (CEFR Chapter 4, 'Can do') and *quality of language* (CEFR Chapter 5; CEFR Table 3) inform assessment of performance in communicative tasks.'

Validity, Transparency, Coherence

**E1-9. Transparent criteria:** Grades are given on the basis of shared, defined criteria that are discussed in advance with the class.

Validity, Transparency, Coherence, Inclusiveness, Sustainability

**E2-1. Design:** Our testing instruments reflect the action-oriented CEFR-based objectives for the level.

Validity, Transparency, Coherence

**E2-2. Design:** We have followed the standard stages of test design (specifications, development, piloting, revision, pre-testing, validation): See CoE/ALTE Guide (<https://www.coe.int/en/web/common-european-framework-reference-languages/developing-tests-examining>), EALTA Guidelines for Good Practice (<http://www.ealta.eu.org/documents/archive/guidelines/English.pdf>).

Validity

**E2-3. Design:** Our tests assess communicative activities of reception, production and interaction (e.g. listening, reading, spoken production and interaction, and written production.)

Validity, Coherence

**E2-4. Design:** Samples of tests and learner productions benchmarked to the CEFR are made available to teachers and test developers.

Validity, Transparency, Coherence

**E2-5. Design:** Our speaking and writing assessment tasks are designed to elicit different types of discourse (e.g. spoken interaction/production; description/argument, etc.)

Validity, Coherence

**E2-6. Design:** Our assessment of listening and reading includes a balanced selection of text types, e.g. as listed in the CEFR Section 4.4.2.

Validity, Coherence

**E2-7. Design:** We use a common assessment grid/rubric that balances linguistic aspects with pragmatic and socio-linguistic ones, fluency as well as accuracy (see CEFR Ch. 5).

Validity, Transparency, Coherence



**E2-8. Validation:** Our testing instruments and assessment grids/rubrics have been piloted with representative learners.

Relevance, Validity

**E2-9. Validation:** We have related the results from our tests to CEFR levels following a principled methodology (e.g. as recommended in the Council of Europe's Manual: <https://www.coe.int/en/web/com-mon-european-framework-reference-languages/relating-examinations-to-the-cefr>)

Validity, Transparency, Coherence

**E2-10. Validation:** Our team receive standardisation training to ensure a consistent interpretation of CEFR levels (e.g. through use of samples of learner performances benchmarked to the CEFR).

Validity, Transparency, Coherence, Inclusiveness, Sustainability

**E2-11. Validation:** We compare our teachers' grades regularly to test scores and discuss possible differences with the teachers.

Validity, Coherence

**E3-1. Reporting results:** When we award grades, we ensure a balance between continuous assessment (e.g. with portfolios) and formal testing.

Validity, Transparency, Coherence

**E3-2. Reporting results:** We report results as a profile (e.g. separate grades for listening, for reading., etc.) as well as in a single overall grade.

Relevance, Transparency, Coherence

**E3-3. Reporting results:** We systematically report learner progress and results in terms of CEFR levels and/or sublevels (e.g. A2+, A2.2) .

Relevance, Validity, Transparency, Coherence

**E3-4. Reporting results:** In addition to the grades, learners are provided with comments concerning, e.g. strategies, language awareness, plurilingual and intercultural competence.

Relevance, Validity, Inclusiveness, Sustainability

**E3-5. Reporting results:** We discuss assessment results with the learners (and parents, if appropriate), and agree suitable action plans.

Relevance, Validity, Inclusiveness

**E3-6. Reporting results:** We use results to inform stakeholders (e.g. administrators, policy makers, employers).

Relevance, Transparency, Inclusiveness, Sustainability

**E3-7. Reflecting on results:** We use learners' progress to evaluate the course and methodology, trying to identify reasons for success/limited success.

Relevance, Validity, Transparency, Inclusiveness, Sustainability

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**E3-8. Reflecting on results:** After identifying reasons for (limited) success we plan future action at an institutional as well as class level.

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