Notes on the CEFR Grid for Writing Tasks with explanations of the numbered items in the grid

COUNCIL OF EUROPE — CONSEIL DE L'EUROPE

Language Policy Division

The CEFR Grid for Writing Tasks* v. 3.1

"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 (this one) and the **presentation** grid. 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*."

source: The CEFR Grid for Writing Tasks* v.3.1

Explanations of the numbered items in the grid

All references to the *CEFR* are to the document on the Council of Europe's Language Policy Division's web site. Numbers below correspond to numbered items in the grid.

2.	The purpose of the test may be **general proficiency**, or for a specific purpose, for example, **English for Legal Purposes** or **German for Academic Purposes**.
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).

* The original template for this grid was developed by ALTE members: www.alte.org.

9.	The method by which the candidate's response is recorded.
10.	*CEFR*, Ch. 3.
11.	Describe the format of the writing component (i.e. 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 what would constitute 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 in this process 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.
20.	The extent to which the rubric, prompt or input determines the nature and content of the response.
21.	Whether the content of the response is specified in the rubric.
26.	*CEFR*, p 51 – 53.
27.	The language skills the candidate needs to understand the rubric and prompt/input.
29.	*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. *CEFR*, p 118 – 122.
32.	The domain to which the expected response is imagined to belong. *CEFR*, p 45 – 46.
33.	Expected level. *CEFR*, p 112 – 116.
34.	Expected level. *CEFR*, p 110 – 112.
35.	Expected level. *CEFR*, p 123 – 125.
36.	The extent to which the task reflects a real-life activity a candidate could perform.
37.	The extent to which interaction patterns are likely to mirror those in an equivalent, real-life task.
38.	The difficulty in performing the task from a non-linguistic point-of-view.
39.	The kind of extra-linguistic knowledge required to successfully complete the task.
40.	Describe the rating criteria 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.	If clerically marked, the number or raters will be 1 or more. However, in some cases, the involvement of other raters may depend on other factors, such as level of agreement in earlier ratings. In these cases, select '+ more in selected cases'.
44.	Quantitative feedback routinely given (for the writing component).
45.	Qualitative feedback routinely given (for the writing component).
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.