



MANUAL COMMUNICATIVE TESTING AND FORMATIVE EVALUATION

Toolbox for the Design of a Communicative Classroom-based Assessment Program in the Lower Form of Foreign Language Secondary Education

Colofon

Material developed within the framework of Charline Rouffet's doctoral research on the influence of communicative testing on the pedagogical choices of foreign language teachers.

Translated in English with AI



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INTRODUCTION

This toolbox was developed as part of doctoral research project into the influence of communicative testing on the pedagogical choices of foreign language (FL) teachers. With the materials in this toolbox, FL teachers teaching at A2 level of the Common European Framework of Reference (CEFR) can compile their own communicative testing program consisting of formal (summative) language proficiency tests and communicative formative activities that can be used during lessons. This document first provides information on the background and purpose of the research project, followed by an explanation of what communicative testing and formative evaluation entail. It then explains how this toolbox was developed and which theoretical, pedagogical, and practical choices were made in the process. Finally, the toolbox includes formats, examples, and checklists, and explains how this material can be used to compile your own communicative testing program.

BACKGROUND AND PURPOSE OF THE RESEARCH

Students who have received good grades for foreign languages throughout their school careers often still prove to have only limited ability to communicate in those languages. What do these grades represent? Are students being assessed in the right way in foreign language secondary education? And what does this indicate about the pedagogical activities that prepare students for these tests? This toolbox is part of a doctoral research project that aims to explore how communicative testing can be systematically implemented and how such implementation shapes teachers' pedagogical decisions.

Constructive alignment

According to Biggs (1996), the effectiveness of a curriculum depends on the coherence, or degree of alignment, between three elements: learning objectives, learning activities, and assessment activities (constructive alignment; fig. 1). In Dutch foreign language secondary education, communicative learning objectives have been formulated at the national level based on the Common European Framework of Reference (CEFR); students are required to learn to listen, speak, read, and write in the foreign language. In line with these learning objectives, and following the principle of constructive alignment, it is therefore important to offer predominantly communicative learning activities and to assess communicatively whether the learning objectives have been achieved.

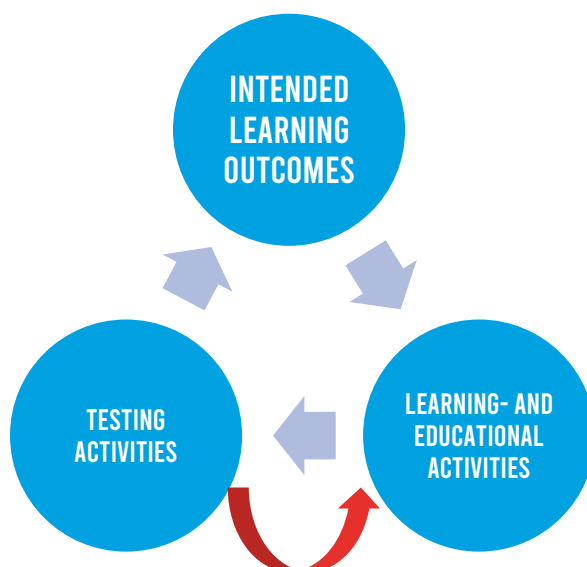


Fig. 1: Constructive alignment (Based on Biggs, 1996)

Exploration of Practice

In the first phase of the project, the practice of Dutch foreign language education in the lower form of secondary education was explored in terms of teaching activities and testing. We interviewed teachers, analysed tests, observed lessons, and questioned students. The results of the inventory show a lack of coherence between the three elements mentioned earlier: the learning objectives are communicative, but the assessment activities and teaching activities are not communicative or insufficient (Rouffet, Van Beuningen, & De Graaff, 2022). The question then is: why do language teachers still often test grammar and vocabulary knowledge, and less often whether students are able to communicate in the foreign language? The questionnaire we presented to teachers shows that they mainly face organizational obstacles, such as the number of students per class and the lack of suitable material and time to develop communicative tests and evaluate students' language skills. The core question of the design phase of the doctoral project was therefore what teachers can do to make their testing more communicative within existing frameworks. Providing a testing program in which skills are assessed communicatively could encourage a more communicative pedagogical approach in teaching and learning activities, while also promoting greater consistency in curriculum design.

Testing Less and Better

Testing communicatively is more valid. A test is called valid if it measures what you want to measure (e.g., the extent to which students have achieved the learning objectives). By testing communicatively, you test in line with the communicative learning objectives as formulated in national core objectives and final attainment targets. Communicative testing is, in that sense, 'better,' but it requires a lot of time and organization. Writing, reporting, or speaking are complex language tasks, and assessing these skills requires a lot of attention and expertise from teachers; there are no unambiguous right or wrong answers, as it is often the case with more knowledge-oriented tests. One solution to compensate for the time-consuming nature of communicative testing is to simply test less often (but better). This approach also aligns with recent discussions about the current testing culture, in which students are constantly assessed and often only discover their areas of improvements after taking a test or receiving their grade (Sluijsmans & Kneyber, 2016). More and more schools in the Netherland indicate they want to test less and use more formative evaluation, but teachers often do not know how to do this systematically in practice. The aim of this toolbox is therefore to provide teachers with concrete tools for developing and implementing a

feasible communicative testing program supported by formative activities, with the aim of promoting communicative language teaching.

In co-creation with me as a researcher (and teacher trainer), FL teachers from various schools developed this toolbox to support other teachers in developing their own communicative testing program at A2 level. The tools include:

- A proposal for a testing schedule for the school year (to be adapted to the school's context);
- A checklist of criteria that communicative tests must meet;
- Test formats;
- Examples of communicative tests;
- Associated rating scales;
- Examples of communicative formative activities;
- Examples of communicative (test) tasks.

WHAT IS COMMUNICATIVE TESTING?

In communicative tests, unlike 'traditional' language tests, isolated language knowledge (grammar and vocabulary) is not tested, but language skills (reading, listening, writing, speaking, and spoken interaction). The aim is to measure students' language proficiency used in a functional or creative way (Morrow, 2018).

A central tenet of communicative tests is that the tasks composing the test depict authentic activities that students can encounter in real life. Brown (2005) identifies five requirements that communicative test activities must meet:

1. Meaningful communication: the context in which a language task takes place must be recognizable to students. They must find the task useful and be able to empathize with it.
2. Authentic situation: within a communicative test, students must show that they can use the foreign language in realistic situations.
3. Unpredictable language input: in real communicative situations, it is usually impossible to predict what your interlocutor will say; such a natural way of communicating must also be present in a communicative test. Students should be required to show that they can respond to unprepared questions or comments from others.
4. Creative language output: in reality, you usually cannot provide ready-made, pre-studied answers. Students should be required to show that they can creatively contribute to a conversation.
5. Integration of language skills: a communicative test should stimulate students to use different language skills in an integrated manner, as is the case with real-life communication: understanding and responding to an email (reading and writing skills) or discussing a film (listening and speaking skills), for example.

In short, communicative testing requires students to demonstrate their ability to use the foreign language in everyday, realistic situations. At the beginner level, grammatical mistakes are less heavily penalized, and students are not expected to speak perfectly or grasp every nuance of meaning. The primary focus is on understanding and conveying the main message. This includes employing communicative strategies, such as gestures, facial expressions, or paraphrasing unknown words, to maintain the flow of conversation.

Especially the last three criteria (unpredictability, creative language output, and integration of skills) are rarely addressed in current language proficiency tests. Receptive skills are often

tested through multiple-choice questions about a reading or listening text. Writing skills through highly guided writing tasks that are often translation or fill-in-the-blank tasks and speaking and spoken interactions through reading or reciting a written text.

So, what does a truly communicative test look like? Skills are addressed in an integrated manner; tasks are realistic and require an appropriate degree of free production. Students might, for example, must respond to a WhatsApp message, post a feed in their own language on Instagram after reading a blog in the foreign language, or use Google Maps to give directions to a lost tourist.



WHAT IS FORMATIVE EVALUATION?

Unlike summative testing, formative evaluation is not part of a formal final assessment. Formative evaluation should be independent of grades or other assessments that contribute to determining students' levels. During the formative process, students need a safe space to practice and take risks, allowing them to make mistakes without fear of judgment.

Formative evaluation is thus more than a test without a grade at the end of the learning process. It is the systematic use of learning and teaching activities to make the learning process visible to both students and teachers. It is an ongoing process of gathering information about the learning process and results, which takes place before, during, and after lessons, with the aim of supporting and stimulating that learning process.

To systematically implement formative evaluation, we use the assessment cycle of Gulikers and Baartman (2017), in which feed-up (where is the student heading?), feedback (where is the student now?), and feed-forward (what will the student work on next?) serve to achieve the learning objectives (see fig. 2).

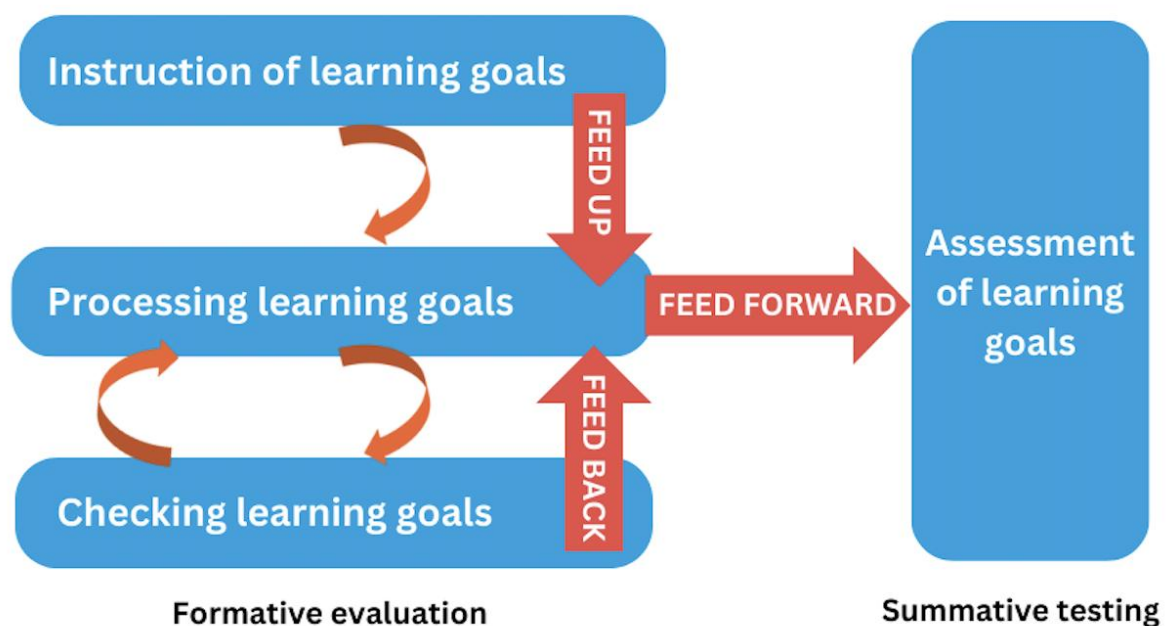


Fig. 2: Formative evaluation and formal (summative) testing

Step 1: Feed-up

In formative evaluation, it is essential that teachers and students know precisely what needs to be learned. The starting point of formative evaluation is thus to clarify learning objectives and discuss success criteria with students. This can be done by using active teaching methods to name and clarify learning objectives and success criteria with students or by showing example products.

Step 2: Feedback

Formative evaluation then involves making learning visible (for both the teacher and the students themselves) by following students' learning processes. What can the students already do, and what do they still need to learn? The teacher can use activities that elicit student responses appropriate to the communicative learning objectives. By analysing these responses, the teacher can identify strengths and areas for improvement, both at the class level and individually. This can also be done by actively having students compare and interpret their own and each other's work.

Step 3: Feed-forward

With these insights, teachers can adjust learning and teaching activities to the students' needs. The teacher can, for example, provide feedback linked to the communicative learning objectives and give concrete suggestions for improvement. Students can then work on what they find difficult. By providing space to act on feedback, they can ultimately show improvement.



TOOLBOX

The material collected in this toolbox provides examples and tools for compiling a communicative testing program, supported by formative activities, which can be adapted to any teaching practice and lesson program at A2 level of the CEFR.

In developing the material, we started with criteria that communicative tests and formative activities must meet. We then made certain pragmatic choices to consider practical realities. In most schools participating in the first phase of the project, teachers were instructed to reduce the number of tests to a maximum of four test moments. This makes it challenging for language departments to test the different language skills separately without creating end-of-year pressure or uneven distribution of tests throughout the school year. For this reason, we chose to test the different skills in an integrated manner, in line with the communicative approach. Various combinations are possible for this integration. We chose to integrate reading and writing skills on the one hand and listening and speaking skills on the other, with a distinction between spoken interaction (listening and speaking in the context of a conversation) and listening and speaking skills (listening to gather information and then presenting about it). This division is most common in real life. In daily written communication, we often read first and then respond in writing (e.g., via email or WhatsApp), and we often speak in response to something someone has said. Integrating a receptive skill with a productive skill with a common component (i.e., written or oral) gives students the opportunity to use the input from the receptive skill as an example for the output of the productive skill. This stimulates the use of communicative strategies, such as reusing words or phrases from a text or audio fragment when producing a text or story themselves. This integration also makes it possible to follow the natural way of language learning in the distribution of tests, offering listening and speaking before reading and writing, as in learning the mother tongue.

To stimulate students' learning between formal (summative) test moments, we developed a set of formative activities that match communicative learning activities. These activities follow the formative assessment cycle (see fig. 2) and are intended for daily teaching practice. These are not isolated test moments at the end of a lesson series or in between but activities that can be systematically used in every lesson without being part of a formal assessment. This is important for creating a safe learning environment where students can see what they can already do and what they still need to learn without feeling judged. Unlike formal evaluation, nothing depends on formative evaluation moments.

To help other teachers compile communicative tests, we created test formats. A test format is a table indicating how tasks in a test are distributed in relation to the learning objectives at a specific level. These test formats consist of learning objectives based on the CEFR and types of tasks to achieve these objectives. Based on the designed test formats, examples of communicative tests were developed, which are also included in this toolbox.

Finally, there are examples of communicative (test) tasks for each language skill. These test tasks are thematically sorted around the themes most covered in lesson programs at A2 level of the CEFR (family, vacation, school, leisure time, food, going out, etc.). These can be used or serve as a basis, alongside the test formats, for designing and compiling your own tests or formative activities.

To clarify the learning objectives for both teachers and students, we have developed various rubrics with success criteria per level, from (pre) A1 to A2+ level of the CEFR. These rubrics can be used during the formative process in the context of learning activities and serve as rating scales for formal test moments.

PLANNING

Below is an example of a testing schedule consisting of six summative (S) communicative tests with increasing difficulty, where integrated skills are covered twice a year. In the first part of the school year, tests are conducted at A1+ level, and in the second half at A2 level (see table 1). During lessons, formative (F) activities with increasing difficulty are used between summative tests, aimed at the level tested in a summative way.

Table 1 Proposal for a repartition division of summative tests and formative activities with an increase in complexity

For schools that prefer one test per period, we offer a variant with four tests in which conversation skills, listening skills, and speaking skills are

	Period 1		Period 2		Period 3		Period 4		
Spoken interaction A2	F A1	F A1+	S A1+	F A2	F A2	F A2	S A2		
Listening- and speaking skills A2	F A1	F A1	F A1+	S A1+	F A2	F A2	F A2	S A2	
Reading- and writing skills A2	F A1	F A1	F A1+	F A1+	S A1+	F A2	F A2	F A2	S A2

assessed once:

Period 1: Conversation skills A1+

Period 2: Writing and reading skills A1+

Period 3: Listening and speaking skills A2

Period 4: Writing and reading skills A2

DESIGN CRITERIA FOR COMMUNICATIVE TESTS

In designing the tests, we considered both content and organizational requirements. The goal was to design tests that are sufficiently communicative but also practically feasible in secondary education with classes of 30 students.

Content Requirements

We followed the five requirements where communicative tests must meet according to Brown (2005):

1. Meaningful communication
2. Authentic situation
3. Unpredictable language input
4. Creative language output
5. Integration of language skills

Requirements 1 and 2: Meaningful Communication and Authentic Situations

To make the tests as meaningful and authentic as possible, all designed test tasks fall within four realistic contexts where students can use the target language as naturally as possible:

- Situation 1: As part of a stay abroad or exchange (informal tasks from daily life abroad)
- Situation 2: With the language assistant at school (informal tasks from daily life in one's own country)
- Situation 3: At a tourist spot in the Netherlands (formal tasks from daily life in one's own country)
- Situation 4: On vacation/school trip (formal tasks from daily life abroad)

Requirements 3 and 4: Unpredictable Language Input and Creative Language Output

The CEFR distinguishes between language skills (reading, writing, speaking, listening, and conversing) and language acts (reporting, corresponding, sharing experiences and information, giving opinions, etc.).

To prevent students from memorizing a ready-made script and only reproducing it during the test, we chose to focus on general language acts during formative activities, such as giving directions, ordering something, expressing feelings, or giving an opinion.

During the test, students must perform a few of these language acts within new authentic situations (situations that have not been literally practiced beforehand). This shows that they can spontaneously perform certain language acts they might encounter in real life.

We selected relevant language acts for the target group that students must be able to perform (see table 2).

Requirement 5: Integration of Language Skills

As mentioned earlier, various combinations are possible for integrating skills within a task. We chose to integrate reading and writing skills on the one hand and listening and speaking skills on the other, with a distinction between spoken interaction (listening and speaking in the context of a conversation) and listening and speaking skills (listening to gather information and then presenting about it). In table 2 below, we show how the language functions are distributed within the integrated skills.

Table 2: Language acts within the integrated language skills

Skills	Conversational skills	Reading- and writing skills	Speaking- and listening skills
Function	Understanding interlocuter <i>(Formal and informal situations)</i>	Rapporting	Rapporting
	Exchanging experiences and information <i>(Formal and informal situations)</i>	(Online) corresponderen <i>(Formal and informal situations)</i>	Presenting
	Making suggestions/asking for favours	Giving and following instructions	Describing experiences regarding activities and events
	Expressing an opinion or (basic)feelings	Describing experiences regarding activities and events	Comparing people and habits
	Giving instructions	Expressing an opinion or (basic)feelings	
	Simple daily life exchanges	Creative writing (not tested)	

Note: Bold text indicates general language functions under which specific language acts are included.

Organizational and Practical Requirements

As teachers indicated in the exploratory phase of this project in interviews and the questionnaire, communicative testing takes time and is not always easy to organize in classes of 30 students. To overcome these organizational issues in developing, administering, and assessing communicative tests, we made several practical choices.

Time:

First, significantly fewer summative tests are included in the schedule. In some schools, this means the number of tests is halved compared to the previous schedule.

Administration:

For Spoken interaction, speaking tests can be organized with groups of three students. Each group gets 20 minutes. Within a group, students receive the same situation descriptions (an informal and a formal situation). Each student receives their own task within each situation. For a class of 30 students, five versions of a test are needed (one version for two groups of three students). This way, all groups have the same level of unpredictability, as they do not know the exact content of the test in advance. Administration (including marking and entering results) takes about four hours for a class of 30 students. The school is free to organize the oral tests within or outside lesson time. Listening and speaking skills are offered asynchronously (at different times) with part classically (listening) at a common test moment and part individually or in pairs (presenting) spread over lessons. Integration takes place using the same themes and/or situation descriptions. It is recommended to organize the speaking part with presentations during lessons, so it is also educational for other students. This also makes it realistic as, in real life, presentations are often given to an audience.

Assessment:

Detailed rubrics reduce the need for individual feedback, allowing students to reference criteria directly (e.g., by highlighting indicators that reflect their performance). Their extensive use during formative lessons helps students understand the reasons behind their assessments.



CHECKLIST FOR THE QUALITY OF COMMUNICATIVE TESTS

Design criteria for communicative tests are collected in the checklist below. This checklist can be used to check the quality of existing or newly developed communicative tests.

Checklist quality communicative test			
School subject:			
Year and level:			
CEFR-level:			
Information about the test:			
What is tested? (several answers possible)	<input type="checkbox"/> Speaking skills <input type="checkbox"/> Spoken interaction <input type="checkbox"/> Writing skills <input type="checkbox"/> Reading skills <input type="checkbox"/> Listening skills <input type="checkbox"/> Knowledge of grammar <input type="checkbox"/> Knowledge of vocabulary <input type="checkbox"/> Knowledge of culture		
Which learning outcome(s) are tested?	Learning outcome 1: Learning outcome 2: Learning outcome 3:		
1. Concept validity	Yes	No	Comments
1.1 Realistic communicative contexts ¹ are used in the situation description of the test for the targeted CEFR level.			
1.2 The tasks students are required to perform are authentic ² .			
1.3 The topic of the tasks connects to the students' world of experience or interests.			
1.4 The tasks provide an appropriate degree of free production. Students are encouraged to use functional/emotional language ³ .			
1.5 In the tasks there is an unpredictability ⁴ .			
1.6 The tasks cover different language skills in an integrated way, as is the case with real-life communication.			
2. Content validity	Yes	No	Comments

¹ Realistic communicative contexts mean appropriate and imaginable to the intended level. Example at A1 level: having conversations - can introduce oneself, for example to a group of peers during a stay at a foreign campsite (DL).

² The task is real-life and could occur in everyday life.

³ Functional language does not ask for memorised knowledge that only needs to be reproduced or translated according to an already rehearsed standard pattern but asks for creative application of knowledge.

⁴ Students should demonstrate their ability to respond (in writing or verbally) appropriately to unprepared questions, reactions or comments from another person.

2.1 The tasks match the can-do statements of the indicated CEFR-level.			
2.2 The tasks adequately cover the set communicative learning objectives.			
2.3 The input in the target language (text/audio clip/questions) is appropriate for the students' language level.			
2.4. The test provides sufficient opportunity to assess students' actual level (build up in complexity)			
3. Rating scale	Yes	No	Comments
3.1 The assessment tool uses the CEFR assessment criteria.			
3.2 The descriptions of the criteria are positive and qualitative.			
3.3 The categories are comprehensive and align with the can-do statements of the CEFR level			
3.4 The distribution of categories between content and form is balanced with respect to the indicated CEFR level.			
3.5 Criteria for the use of communication strategies are included.			
4. Viability	Yes	No	Comments
4.1 The test can be taken within the given time.			
4.2 The test is easy to take, correct and score.			

TEST FORMATS

We designed test formats for each test, indicating what is tested and how all relevant skills and language functions can be tested. Based on the test formats, tests can be developed that together cover all criteria at the indicated CEFR level. To design the test formats, we used the model below (see table 3). In the format, we first provide general content and organizational information: what is tested (skills and themes) and at what level, when the test is scheduled, what type of test it is (written or oral), how long the test lasts, and how the test is administered (classically or individually), how many versions are needed to make the test sufficiently reliable, and finally what standard is used at the indicated CEFR level. We then indicate which types of tasks are needed to assess whether the language functions and CEFR learning objectives associated with the level are demonstrated and achieved. For each task, an estimate of the weighting within the test in percentages is indicated based on the distribution of points from the rubrics.

Table 3 Model test format

NAME TEST	DATE:		
Skill:			
Required CEFR level:			
Themes:			
Type of tests:			
Time and organisation:			
Number of versions:			
Standard:			
Tasks	Language functions	CEFR Level	Weighting

Test Format Spoken interaction

NAME TEST:	DATE:		
Skill:	Spoken interaction		
Required CEFR level:	A2		
Themes:	Examples: Food, Health, Holiday		
Type of test:	Oral Test		
Time and Organisation:	20 minutes per three students per teacher. 3.5 hours for a class of thirty students (including grading time)		
Number of Versions:	5 (1 per 2 groups for a class of 30 students)		
Standard:	At least 55% of the points on the A2 speaking skills rubric		
Tasks	Language Functions	CEFR Level	Weighting
1. Sharing information and experiences in informal situations	Understanding an interlocutor	Can understand enough to conduct standard daily conversations without undue effort with some help from the interlocutor. (A2) Can keep a conversation going by asking for repetition when something is not understood. (A2+)	10%
a) Responding to brief questions and asking brief questions	Sharing information (expressing feelings/making suggestions)	Can answer simple questions about daily topics like 'What do you do?', 'When?', 'How often?' (A2) Can ask simple questions or provide additional information to keep the conversation going. (A2+) Can discuss where to go and decide to meet. Can ask what someone thinks about a certain idea. (A2) Can discuss what to do in the evening or at the weekend and make suggestions. Can ask for and offer favors. (A2+)	20%
b) Responding to explanations/Briefly explaining something	Sharing experiences (expressing feelings/giving opinions)	Can describe a simple event from daily life using simple connecting words like 'and', 'but', and time indications. (A2) Can describe an event from daily life in a continuous story using connecting words like 'because' or 'therefore'. (A2+) Can briefly explain why they feel a certain way or agree/disagree using simple sentence structures. (A2) Can also explain why they feel a certain way or agree/disagree in a continuous story using connecting words like 'because', 'since'. (A2+)	20%

Task student 1	<i>Each student gets an individual task within an informal situation.</i>		
Task student 2			
Task student 3			
2. Sharing information and experiences in formal situations	Understanding an interlocutor	Can understand enough to conduct standard daily conversations without undue effort with some help from the interlocutor. (A2) Can keep a conversation going by asking for repetition when something is not understood. (A2+)	10%
3. Asking brief questions to obtain information	Sharing information (conducting transactions)	Can conduct a standard conversation in common formal situations of daily life (like at a tourist office, a station, or a shop). (A2) Can conduct smooth conversation in common formal situations of daily life, such as traveling, ordering food, or shopping. (A2+)	20%
4. Responding to explanations/Briefly explaining or describing something	Sharing information (giving instructions)	Can also give short instructions and directions using connecting words like 'first', 'then', 'next'. (A2) Can also explain step-by-step in a continuous story what to do or where to go using connecting words like 'because', 'since'. (A2+)	20%
Task student 1	<i>Each student gets an individual task within a formal situation.</i>		
Task student 2			
Task student 3			

Test Format Listening and Speaking skills

NAME TEST:	DATE:		
Skill:	Listening and speaking skills		
Required CEFR level:	A2		
Themes:	Example: Food, Health, Holidays		
Type of tests:	Part 1: Listening test. Part 2: Presentations		
Time and organisation:	Part 1: 30 minutes of completion. 90 minutes of review time for a class of 30. Part 2: 5 minutes per student. During lessons. 5 presentations/class hour (6 class hours)		
Number of Versions:	Part 1: 1 per class of 30 students (schedule in parallel).		
Standard:	At least 55% of the points of the listening and speaking skills A2 rubric		
Part 1: Listening			
Tasks	Language Functions	CEFR Level	Weighting
Report of Communications	Reporting	Can recognise and display isolated information such as time, place, time in very simple announcements and instructions, provided he or she can watch or listen several times. (A1)	5%
Follow instructions/report	Reporting	Can understand and convey concrete information in communications and instructions in standard language, provided he or she can watch or listen several times. (A1+)	5%
Report information from short audio clips	Reporting	Can convey in English the main points made in clear spoken audio clips in the target language, provided he or she can watch or listen several times. (A2) Can summarise in English specific, relevant information and events in audio clips in the target language, provided he or she can watch or listen several times. (A2+)	20%

Part 2: Speaking			
Tasks	Language Functions	CEFR Level	Weighting
Presenting using illustrations	Sharing information	<p>Can give a short presentation by using illustrations, key words and very simple standard phrases. (A1)</p> <p>Can give a short presentation on simple aspects of his/her daily life using a list of standard phrases, provided he/she can prepare in advance. (A1+)</p>	10%
Presenting around a theme from audio clips using key words	Sharing experiences/giving opinions	<p>Can give a rehearsed presentation with a logical structure and simple connecting words on a topic related to his or her daily life. (A2)</p> <p>Can give a rehearsed presentation in a purposeful manner and express his/her opinion on a topic relevant to his/her daily life. Can combine and adapt standard sentence structures. (A2+)</p>	40%

Test Format Reading and Writing skills

NAME TEST:	DATE:		
Skill:	Reading and writing skills		
Required CEFR level:	A2		
Themes:	Example: Food, Health, Holidays		
Type of tests:	Writing test		
Time and organisation:	45 to 60 minutes. 2 hours of assessment time per class of 30 students.		
Number of Versions:	1 version per class of 30 students (schedule in parallel).		
Standard:	At least 55% of the points of the rubric Reading and writing skills A2		
Tasks	Language Functions	CEFR Level	Weighting
1. Reporting information from posters/brochures	Reporting	Can display isolated information in English from signs, posters and programmes written very simply in the target language and containing illustrations. (A1)	5%
2. Reporting information from short, illustrated texts	Reporting	Can give an overview of very simple information in English in a short, illustrated text written in simple language in the target language. (A1+)	5%
3. Reporting information from short texts without illustration	Reporting	Can convey key points from simple texts in English, provided they are clearly stated in simple language in the target language. (A2) Can convey specific, relevant information in writing in English from simple informative texts in the target language. (A2+)	30%
4. Fill in form	(Online) correspondence (Doing transactions)	Can write single words to give basic information (such as name, address, family). (A1)	5%
5. Responding to short messages	(Online) correspondence Expressing feelings/ /suggesting/ giving and following directions)	Can indicate what to do in the evening or at weekends, make suggestions and respond to suggestions, confirm or change an appointment, wish or thank or apologise for something. (A2) Can engage in simple (online) exchanges, asking and answering questions and exchanging ideas on predictable everyday topics. (A2+) Can follow and give short written instructions on matters of immediate need. (A2) Can understand rules concerning safety or in (school) regulations when written in simple language. Can give instructions based on indicated information. (A2+)	25%

6. Responding to longer posts	(Online) correspondence Expressing feelings/expressing opinions)	Can understand and respond to a simple personal e-mail or message. (A2) Can exchange information via online messages or e-mail and respond to the other person's questions. (A2+) Can express in writing his or her feelings of surprise, interest and indifference and give opinions on topics within his or her personal sphere of interest using standard words and phrases. (A2) Can express in writing his/her feelings, impressions and opinions on topics, such as lifestyles and culture, using a combination of standard sentence structures. (A2+)	30%
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EXAMPLES OF COMMUNICATIVE TESTS

Spoken interaction A2 (version 1/5)

Time: +/- 20 minutes per group of 3 students

Themes: Home, leisure time, and outings

Administration: 3 students read the same situation descriptions. They each receive a separate

Task 1: Sharing information and experiences in informal situations

Situation description:

You are staying with a host family for a week as part of your school's stay abroad. You encounter the following situation(s). Read the task and respond appropriately to the questions/reactions of your host family.

Task student 1

Your host family asks if you slept well. Politely indicate that unfortunately that is not the case because you were cold in the bedroom. Indicate that you would like an extra deck and the radiator setting up if possible. Your guest suggests another solution (for the teacher: sleeping on the couch in the living room, for example). Politely state your opinion.

Task student 2

The internet connection no longer works. You report this to your host family. They do not know what is going on and suggest something (for the teacher: wait). State your opinion. You do want quick contact with your parents. Suggest a solution (restart modem, use hotspot, go to a café with Wi-Fi...).

Task student 3

Your host family suggests doing an outing together on your day off. Indicate what you think about it. Your host family suggests different activities. Indicate what you like and don't like. Also give another suggestion for an outing of your own that you like.

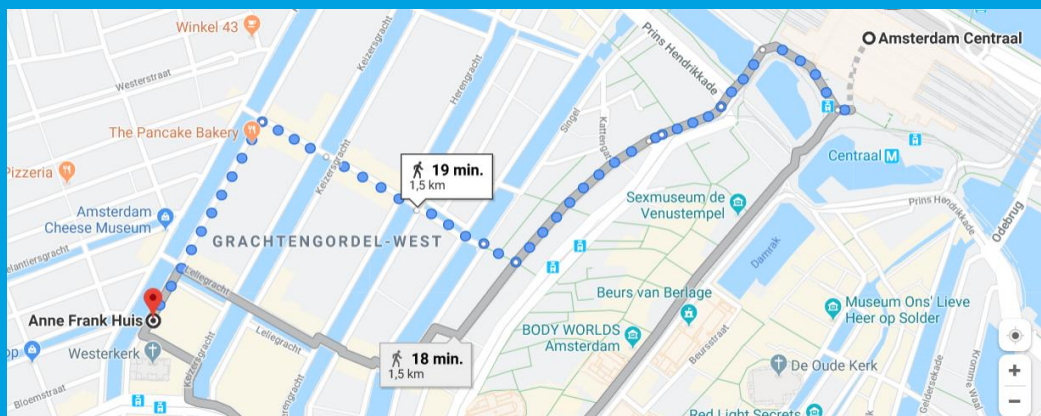
Task 2: Sharing information and experiences in formal situations

Situation description:

During a day out in Amsterdam with your friends or parents, you encounter a lost tourist who only speaks the target language. With your A2 level, you can fortunately help!

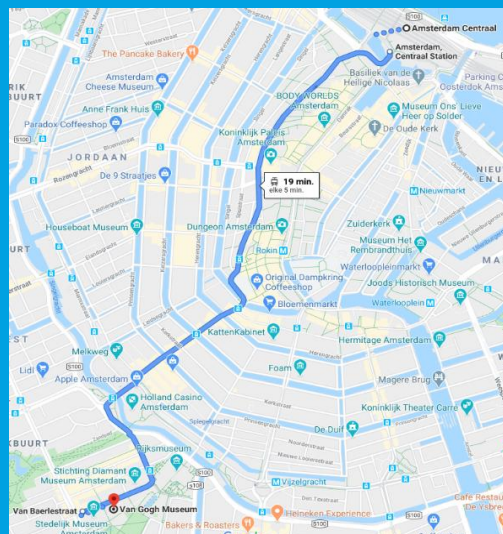
Task student 1:

You are at Amsterdam Central Station. A tourist without internet access asks you for directions to the Anne Frank House. You apologize for not being from Amsterdam and not knowing the way. Indicate that you can look it up on Google Maps and show the tourist the way. He wants to go on foot. Answer the tourist's other questions about where you come from and what to do/see in your city/village.



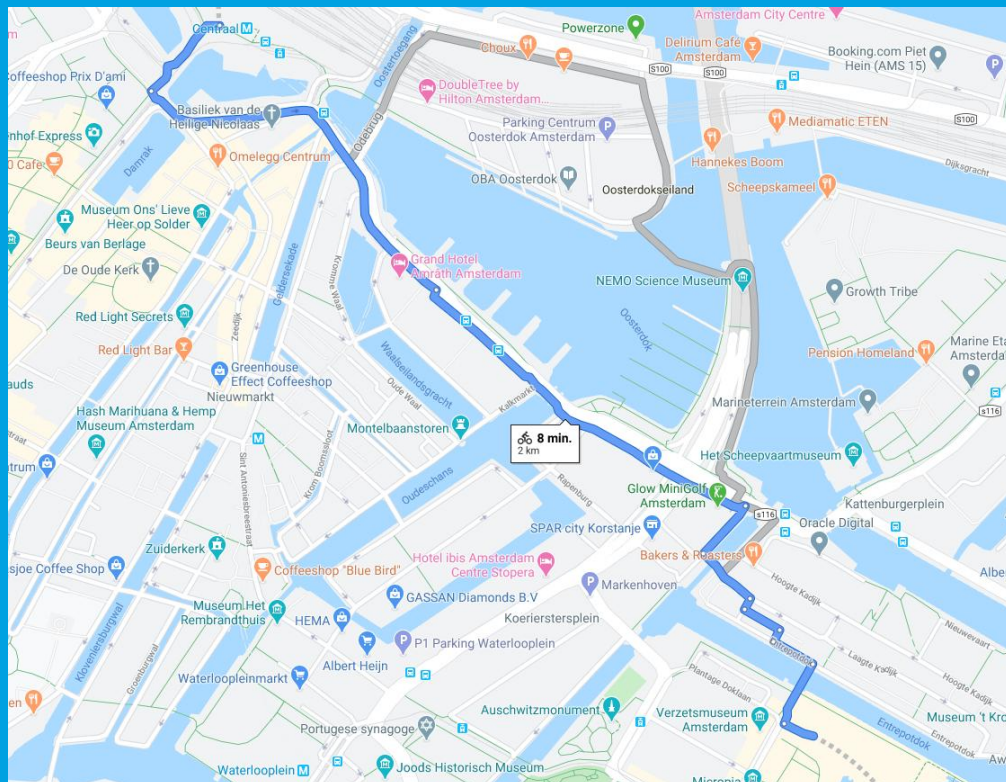
Task student 2:

You are at Amsterdam Central Station. A tourist without internet access asks you for directions to the Van Gogh Museum. You apologize for not being from Amsterdam and not knowing the way. Indicate that you can look it up on Google Maps and show the tourist the way. He wants to go by tram. Answer the tourist's other questions about where you come from and what to do/see in your city/village.



Task student 3:

You are at central station in Amsterdam. A tourist without internet access asks you to give him directions to the Rembrandt Museum. You apologize because you are not from Amsterdam and do not know the way. You indicate that you can look on Google Maps and point the way with this. He wants to go by bike. You answer the tourist's remaining questions about where you are from and what to do/see in your town/village. Authentic document: Google Maps



Listening and Speaking Skills A2

Part 1 Listening

Time: 45 minutes

Themes: Family, leisure time, and outings

Administration: Classically

Task 1: Following instructions/reporting

Situation description 1:

In preparation for your stay abroad in Brussels, you are allowed to organize an activity.

Task assignment 1

You choose to go to a concert. You've seen on the site that you can get your metro ticket for free, but how? It is explained in a video in French. You listen to the video twice and tell your classmates via WhatsApp what exactly they need to do for this. Briefly explain what it is about, what the conditions are and step-by-step what exactly they need to do. Sample video: <https://youtu.be/1GN3rP0EYRA>

Task 2: Report information from short audio clips

Situation description 2:

In preparation for going abroad, you have watched a short film in class about the city you are going to. Later, you will visit the city with your class.

Task assignment 2

You watch the video about the city twice and take notes. You then make a post on Instagram of at least 200 words where you detail in Dutch which city you are going to soon and what there is to do there. Example video A2 in French (use without subtitles): <https://enseigner.tv5monde.com/fiches-pedagogiques-fle/ca-bouge-bruxelles-niveau-a2>

Part 2 Speaking

Time: 10 minutes/student or duo

Themes: Family, leisure time, and outings

Administration: Individually or in pairs during the lesson

Task 1: Presentation (prepared at home) 5 minutes

Situation description:

A new language assistant is coming to your school. He/she wants to get to know you better.

Task assignment 1

You have selected photos that tell something about you, your family, your friends, your life in the Netherlands, and you present yourself using them. Answer the language assistant's questions.

Task 2: Presentation (prepared at home) 5 minutes

Situation description:

Your teacher has asked you to give a presentation on one of the following (inter)cultural topics so that the language assistant at your school learns more about young people in the Netherlands.

Select one of the following topics:

- Leisure
- Sports
- Music
- Social media
- Shopping
- Films and series
- Podcasts and vlogs

Task assignment 2

You introduce yourself at the beginning of the presentation. You indicate what you are going to present. You start with a general part about young people in the Netherlands around this topic. You tell your personal experience with this topic and give examples. You indicate whether you have been able to find differences about this topic among young people from [name country] based on a video you have seen on the subject. You answer the questions of the language assistant.

Reading and Writing Skills A2

Time: 50 minutes

Themes: Family, leisure time, and outings

Administration: Classically

Task 1: Extract information from posters/brochures and short illustrated texts

Situation description:

On the website of the Office de Tourisme, you have found information about fun things to do in Montpellier.

Task assignment 1

Read the information below about three different activities, choose two of the activities and make an Instagram post in Dutch about the chosen activities. Tell what you will do, giving details from the description and practical information, showing what exactly it is.

ACTIVITÉ 1 PRIZONERS ESCAPE GAME



A MOINS DE 20 KM DE MONTPELLIER CÔTÉ GARRIGUES- CASTELNAU-LE-LEZ

Prizoners, est un escape game à faire en famille, entre amis ou entre collègues tout près de Montpellier.

Transportés à l'Histoire par notre agence de voyage temporel, vous disposez de 60 minutes pour réaliser votre mission. Ingéniosité, observation et esprit d'équipe seront vos seules armes pour triompher !

INFOS PRATIQUES

ACCÈS

Tramway : L2, arrêt La Galine à 0,5 km

Autoroute : A9 sortie 29 Montpellier Est à 5 km

OUVERTURE

Du 01/07/2019 au 31/12/2021

Ouvert 7/7 de 10h à 23h, sur réservation

LANGUES PARLÉES

- Français
- Anglais

ACTIVITÉ 2 – ALTISSIMO, MUR D'ESCALADE



L'escalade en salle : une activité sportive originale à pratiquer en famille ou entre amis. Débutants, amateurs ou sportifs confirmés, l'escalade en salle vous permet de pratiquer ensemble en respectant les capacités de chacun. Véritables lieux de vie, les salles d'escalade Altissimo sont faites pour le bien-être et la convivialité : une équipe de professionnels pour vous accueillir et vous conseiller, un espace snack/bar, l'accès gratuit à Internet (WIFI) et des expositions d'artistes pour assurer la détente du corps... et de l'esprit !

INFOS PRATIQUES

ACCÈS

Bus : Bus 24 Arrêt Cave coopérative

LANGUES PARLÉES

- Français

GROUPES

Groupes acceptés

ACTIVITÉ 3 - JOHNNYBEGUIDE, VISITES GUIDEES AVEC UN GUIDE LOCAL A

ACTIVITÉ 3 - JohnnyBeGuide, visites guidées avec un Guide Local à Montpellier



Julien



"Venez plonger avec moi dans la beauté de Montpellier !"

Principalement orienté sur une visite culturelle et historique du vieux centre de Montpellier, je vous proposerai un petit tour d'horizon et d'histoire de notre belle ville. En fonction de vos envies, je peux...

📍 Montpellier, France

Je vous ferai découvrir:

Principalement orienté sur une visite culturelle et historique du vieux centre de Montpellier, je vous proposerai un petit tour d'horizon et d'histoire de notre belle ville. En fonction de vos envies, je peux vous faire découvrir d'autres lieux utiles pour passer un agréable moment, visites de parc, dégustation de spécialités locales, salles de concert, bar, randonnées etc...

Langues parlées:

Anglais, Français

ÉTAPES DE RÉSERVATION

- Choisissez le Guide local que vous préférez.
- Contactez le Guide local et indiquez vos dates et horaires de rendez-vous.
- Discutez tous les détails : ce que vous souhaitez faire et voir. Tout est personnalisable !

Payez directement le Guide local selon les conditions que vous avez fixées.

Task 2: Fill in the form

Task assignment 2

You register for one of the activities by filling in the form below:

INSCRIPTION

ACTIVITÉ: _____

DATE: ____ / ____ / ____

NOMBRE DE PARTICIPANTS: _____

PRÉFÉRENCES: _____

MOTIVATION :

NOM : _____

PRÉNOM : _____

DATE DE NAISSANCE : ____ / ____ / ____

NATIONALITÉ : _____

CONTACT

.....
.....

ADRESSE : _____

VILLE : _____

TÉLÉPHONE : _____

Task 3: Responding to short messages

Situation description:

As part of your school's study abroad programme, you are staying with a host family. You will communicate with your host family in writing.

Task assignment 3

You receive the following message. Respond in French. Make complete sentences, reply appropriately and ask a question yourself. (50 words)

Salut ! On aimerait bien te faire connaître la cuisine du sud de la France. Est-ce que tu peux nous dire ce que tu ne manges pas ? Et est-ce qu'il y a quelque chose que tu adores ? Tu as peut-être des allergies ? Merci et à très bientôt !

Responding to a longer message (A2)

Task assignment 4

You answer your host family's email. You respond appropriately, answer the questions and ask a few questions. (150 words)

Bonjour !  Inbox X

Nathalie R

Aan: mij ▼

Salut !

Comment ça va ? C'est bientôt le moment de faire connaissance ! On a hâte de te rencontrer. Nous habitons dans une grande maison avec un beau jardin. C'est à 10 minutes en tram du centre-ville ! Ci-joint une photo.

C'est très différent de chez toi ? Nous aimerions bien te préparer un super séjour. Tu peux nous dire ce que tu aimes faire pendant ton temps libre et ce que tu n'aimes pas du tout faire ? Nous avons un chien et un chat.

J'espère que ça ne te dérange pas. Tu as des animaux domestiques ? Dis-nous-en un peu plus sur toi !

A très bientôt !

Michel, Martine, Nathalie et Arthur

RUBRICS

To assess students' levels, we developed three rubrics at A2 level. The various criteria come from the CEFR and are adapted to the target group in terms of content and wording. They are formulated as positively and qualitatively as possible, emphasizing the ability to communicate. The descriptions are supplemented with many examples, so students know what they are working towards and what is expected of them. The intention is that the rubrics are used as much as possible by teachers and students during the formative process (formative activities offered during lessons).

Each rubric has a holistic section with a general description of the level per task. This allows teachers to quickly assess students' communicative performances globally. Additionally, the rubrics have an analytical section with five categories per rubric. For spoken interaction, these categories are interaction and social competence, communicative skills, linguistic resources - vocabulary, linguistic resources - grammar, and pronunciation and pace. For listening and speaking skills, the category interaction and social competence is replaced by the category reception. For reading and writing skills, extra criteria for spelling are included in the category linguistic resources - vocabulary and spelling. For schools that want to give grades: for a test at A2 level, students can score a maximum of 20 points, with the cut-off point at 55% with at least 11 points for a pass. In the empty format below (table 4), we show an example of how a rubric can be filled in.

Table 4 Format rubrics

TASK COMPLETION (holistic assessment)	(Pre) A1	A1+	A2	A2+	Level overall
Activity 1	Criteria	Criteria	Criteria	Criteria	A1+
Activity 2	Criteria	Criteria	Criteria	Criteria	A2+

COMMUNICATIVE LANGUAGE COMPETENCE (analytical judgement)	(Pre) A1	A1+	A2	A2+
Interaction and social competence or reception	Criteria	Criteria	Criteria	Criteria
	1	2	3	4
Communicative strategies	Criteria	Criteria	Criteria	Criteria
	1	2	3	4
Language resources (vocabulary)	Criteria	Criteria	Criteria	Criteria
	1	2	3	4
Language resources (Grammar)	Criteria	Criteria	Criteria	Criteria
	1	2	3	4
Pronunciation and pace	Criteria	Criteria	Criteria	Criteria
	1	2	3	4
Points:	1 < A1 > 5	5 < A1+ > 10	10 < A2 > 15	15 < A2+ > 20
Total:	14/20			
Final level:	A2			
Norm A2:	55%			
Final grade:	7/10			

Rubric spoken interaction A2

This rubric measures the ability to communicate in a realistic situation at A2 level. The rubric can be used with all modern foreign languages.

TASK COMPLETION (holistic assessment)	(Pre) A1	A1+	A2	A2+	Level global
Understanding an interlocutor	Shows they understand some single words from questions after much repetition, rephrasing and using pictures and/or gestures.	Demonstrates partial understanding of simple questions after repetition or rephrasing.	Shows that they understand simple questions with some help from the interlocutor.	Shows they understand enough to conduct standard daily conversations without excessive effort.	
Sharing experiences and information	Can use single words and very standard sentence structures to share experiences but is often not understood.	Can use short, learned sentences to share experiences and information, but is not always understood. Cannot yet formulate own sentences spontaneously.	Can use learned sentences reasonably correctly and adapt them to new situations. Can convey a message clearly despite some errors that interfere with communication.	Can formulate own sentences to share experiences and information. No errors interfere with communication.	

COMMUNICATIVE LANGUAGE COMPETENCE (analytical judgement)	(Pre) A1	A1+	A2	A2+
Interaction and social competence	<p>Can answer some simple questions about personal details with yes or no, but conversation is totally dependent on repetition, rephrasing and corrections.</p> <p>Can greet, thank or say goodbye using the simplest everyday courtesies such as 'thank you'/'please'/'sorry', but not always in an appropriate way (formal/informal).</p>	<p>Can ask and answer simple questions.</p> <p>Ask and answer and say something simple about primary needs or about very familiar topics, but still relies on slow repetition, rephrasing or correction.</p> <p>Can use standard polite phrases to thank, greet, say goodbye, apologise or ask something, such as "may I ask something?", "I'd like to...", "I'm sorry"..., but not always in an appropriate way (formal/informal)</p>	<p>Can have simple short daily conversations without excessive effort.</p> <p>Can indicate when he/she is following the conversation but is rarely able to keep the conversation going on his/her own.</p> <p>Can respond appropriately using a variety of polite forms (different words and standard phrases)</p>	<p>Can participate naturally in short everyday conversations.</p> <p>Can say he/she does not understand something and can easily ask the interlocutor for help.</p> <p>Can use simple phrases to start, maintain or end the conversation.</p> <p>Can appropriately carry on and maintain a conversation by using a variety of polite forms and auxiliary verbs (such as will/could/may...)</p>
	1	2	3	4
Communicative strategies	<p>Can indicate what he/she means by pointing to it ('One of these, please').</p> <p>Can use simple single words and non-verbal cues to express interest in an idea.</p> <p>Can use compensatory means, such as gestures, facial expressions and certain intonations.</p>	<p>Can also indicate when necessary that he/she does not know a particular word and can ask for repetition.</p> <p>Can 'verbalise' a word from the mother tongue and ask for confirmation.</p>	<p>Can use 'fillers', such as 'so' 'um', and stop words like 'kind of' or 'look'.</p> <p>Can make reasonable use of an umbrella term ('fruit' for 'orange').</p> <p>Can ask to spell a word.</p>	<p>Can keep a conversation going by giving additional information or asking for a slower speaking pace, repetition or explanation.</p> <p>Can describe a word in different words.</p>
	1	2	3	4
Language resources - Vocabulary	<p>Knows a limited number of words and very standard phrases that, combined with facial expressions and gestures,</p>	<p>Has a basic vocabulary consisting of single words and simple standard sentence structures relating to</p>	<p>Has sufficient Vocabulary and sentence structures to communicate easily in a familiar situation.</p>	<p>Has sufficient vocabulary and sentence structures to</p>

	provide sufficient basis to carry on conversations, such as greeting, confirming, denying, asking (what, when and where).	relating to oneself and very familiar situations.		perform everyday Language Acts.
	1	2	3	4
Language resources - Grammar	Uses a few grammatical constructions, but hardly according to the rules.	Shows only limited command of some learned simple grammatical constructions.	Uses several simple sentence structures correctly, but still makes regularly basic mistakes by, for example mixing up different tenses using different tenses interchangeably. Still, it is usually clear what he/she is trying to say.	Can adapt simple sentences to new situations to engage in standard conversations related to everyday situations and familiar topics. Can use connecting words such as 'but', 'because', 'therefore' correctly.
	1	2	3	4
Pronunciation and pace	Can understand the pronunciation of a very limited number of learned words and phrases with considerable effort. Can use very short, isolated, mainly standard sentences, with many pauses and with help from the interlocutor.	The pronunciation of a limited number of learned words and phrases is intelligible despite a noticeable foreign accent. Can use some words and very simple sentences but takes a long time to do so and often must restart.	Pronunciation is generally clear enough to be understood. Can understand standard sentence structures on familiar topics with sufficient ease, despite obvious hesitations and false starts.	Can generally understand pronunciation well. Can connect simple sentences with ease to carry on a short conversation or explain something, although he/she often stumbles and must start over or rephrase.
	1	2	3	4
Points:	1 < A1 > 5	5 < A1+ > 10	10 < A2 > 15	15 < A2+ > 20
Total:				
Final level:				
Final grade:				
Feedback:				

Rubric listening and speaking skills A2

This rubric measures the ability to communicate in a realistic situation at A2 level. The rubric can be used with all modern foreign languages.

TASK COMPLETION (holistic assessment)	(Pre) A1	A1+	A2	A2+	Level global
Reporting	Can recognise isolated key information from audio clips in the target language and reproduce it in English.	Can globally convey some important information and instructions from audio clips in the target language in English.	Can globally convey key information and instructions from spoken audio clips in English.	Can convey all specific, relevant information and instructions from audio clips in the target language in English in detail.	
Presenting	Can present by pointing or reading aloud a lot. Is still difficult to understand.	Can present by reciting learned sentences. Learned words and short sentences can be understood reasonably well but longer sentences not yet.	Can present by linking and reciting learned sentences. Learned sentences are well understood, but spontaneous addition or explanation does not happen or is still difficult to understand.	Can give a practised presentation with ease. Can be understood well. Can deviate from learned sentences by giving additional explanations that are reasonably intelligible.	

COMMUNICATIVE LANGUAGE COMPETENCE (analytical judgement)	(Pre) A1	A1+	A2	A2+
Reception	Shows that he/she understands some single words in announcements and instructions but does not yet show that he/she understands what a longer extract is about.	Can indicate the main theme of an excerpt, but much important information is still missing or not well understood.	Shows that he/she understands the most important information, but some is still missing or not well understood.	Demonstrates a good understanding of all valuable information from excerpt(s) in detail.
	1	2	3	4
Communicative strategies	Can use simple single words and non-verbal cues to indicate what he or she means such as gestures, facial expressions or certain intonations. Can identify and reuse learned basic words from audio clips.	Can also use 'fillers' such as 'well, 'ehm', and stop words such as 'kind of' or 'look'. Can indicate if necessary that he/she does not know a particular word and can ask for help or repetition if necessary. Can 'verbalise' a word from the mother tongue and ask for confirmation. Can identify and reuse key words from audio clips.	Can also make reasonable use of an umbrella term ('fruit' for 'orange'). Can ask to explain the meaning of a word. Can identify and adopt important sentence structures.	Can keep a conversation going by giving additional information or asking for a slow speaking pace, repetition or explanation. Can describe a word in different words. Can identify and combine key sentence structures to make sentences of their own.
	1	2	3	4

Language resources - Vocabulary	Knows a very limited number of learned words and short sentences which, combined with facial expressions and gestures is just enough to get by or understand isolated information from audio clips.	Has a basic vocabulary consisting of single words and simple standard sentence structures relating to oneself and very familiar situations.	Has sufficient vocabulary and sentence structures to communicate easily on familiar topics and understand audio clips.	Has sufficient vocabulary and sentence structures to effectively deliver a presentation and understand audio clips in detail.
	1	2	3	4
Language resources - Grammar	Uses a few grammatical constructions, but hardly according to the rules.	Shows only limited control of some learned simple grammatical constructions.	Uses several simple sentence structures correctly, but still makes regularly basic mistakes by, for example, using different tenses interchangeably. Can connect sentences with simple linking words such as 'and', 'first', 'then'.	Can adapt simple sentences to new situations. Can connect sentences with connecting words such as 'because' and 'therefore' to provide further explanation or opinion.
	1	2	3	4
Pronunciation and pace	The pronunciation of a very limited number of learned words and phrases is intelligible with some effort. Can use very short, isolated, mainly standard sentences, with many pauses and with help from the interlocutor.	The pronunciation of a limited number of learned words and phrases is intelligible despite a noticeable foreign accent. Can use some words and very simple sentences but takes a long time to do so and must restart often.	The pronunciation is generally clear enough to be understood. Can understand standard sentence structures on familiar topics with sufficient ease, despite obvious hesitations and false starts.	Pronunciation is generally good to be understood. Can connect simple sentences with ease to tell something although he/she often stumbles and must start over or rephrase.
	1	2	3	4
Points:	1 < A1 > 5	5 < A1+ > 10	10 < A2 > 15	15 < A2+ > 20
Total:				
Final level:				
Final grade:				

Rubric reading and writing skills A2

This rubric measures the ability to communicate in a realistic situation at A2 level. The rubric can be used with all modern foreign languages.

TASK COMPLETION (holistic assessment)	(Pre) A1	A1+	A2	A2+	Level global
Reporting	Can understand isolated information from a text in the target language, provided the text contains supporting visuals.	Can extract simple information from a written text.	Can extract and display key points from a written text.	Can convey specific, relevant information from a written text in a structured way.	
(Online) correspondence	Can answer answers to a form with single words partially correctly but is not yet able to write a message.	Can answer to a form with short sentences but still has difficulty (re)using the sentences properly to write a message.	Can write a message, but not always in an appropriate manner (formal/informal). It is written correctly enough to get the message across despite some mistakes that interfere with communication.	Can write a message in an appropriate manner (formal/informal). It is usually written correctly and there are no errors that interfere with communication.	

COMMUNICATIVE LANGUAGE COMPETENCE (analytical judgement)	(Pre) A1	A1+	A2	A2+
Reception	Shows that he/she understands some single words in forms, posters and short illustrated texts, but does not yet show that he/she can indicate what longer texts are broadly about.	Shows good understanding of questions from a form and can indicate the main theme of longer texts, but much important information from texts is still missing or not well understood.	Shows that he/she understands the most valuable information from longer texts, but some of it is still missing or not well understood.	Demonstrates good understanding of all important information from texts in detail.
	1	2	3	4
Interaction and social competence	Can easily respond in writing to a message or questions from a form about hobbies or preferences, using simple words and emoticons, but does not yet understand all questions. Can greet, thank or say goodbye using simplest everyday courtesies such as 'thank you'/'please'/'sorry', but not always in an appropriate way (formal/informal).	Can reasonably understand simple responses or questions about hobbies or preferences and respond with short sentences or a list of short phrases. Can use standard polite phrases to thank, greet, say goodbye, apologise or ask something, such as "may I ask something?", "I'd like to...", "I'm sorry"..., but not always in an appropriate way (formal/informal)	Can respond correctly to questions or comments about hobbies or preferences using short sentence structures coupled with simple connecting words. Can respond appropriately to a short (online) message using a variety of polite forms (different words and standard phrases).	Can respond effectively to simple (online) messages or questions on familiar topics using whole sentences. Can respond appropriately to a short (online) message using a variety of polite forms and auxiliary verbs (such as will/could/may...)
	1	2	3	4
Communicative strategies	Can use format and source to identify the type of text: news item, promotional text, article, textbook, chat or forum. Can infer the meaning of a word from an image, icon or emoticon.	Can use easily recognised vocabulary (e.g. international words) to hypothesise about the meaning of a text. Can 'verbalise' unfamiliar words from the mother tongue to describe or explain something further. Can identify and reuse key words.	Can predict what the text is likely to be about from short texts on very familiar and well-known topics based on prior knowledge and using the format. Can use an umbrella term ('fruit' for 'orange') to describe something.	Can use his or her understanding of the general meaning of short texts on everyday topics to infer the meaning of unfamiliar words. Can describe a word in other words.

	Can reuse formatting and social conventions, such as greeting.		Can identify and adopt key sentence structures.	Can identify and combine key sentence structures to create their own sentences.
	1	2	3	4
Language resources - vocabulary and spelling	Knows a very limited number of learned words and short sentences which, combined with pictures is just enough to get by or understand isolated information from texts. Can write a limited number of learned words correctly.	Has a basic vocabulary consisting of single words and simple sentence structures relating to oneself and very familiar situations. Can write familiar learned words correctly, such as names of everyday objects.	Has sufficient vocabulary and sentence structures to communicate easily in familiar situations and understand texts globally. Can correctly write learned words and some common words associated with primary needs.	Has sufficient vocabulary and sentence structures to perform everyday written language acts and understand texts in detail. Can write common words from everyday life correctly.
	1	2	3	4
Language resources- Grammar	Understands a few grammatical constructions, but hardly uses them according to the rules.	Shows only limited command of some learned simple grammatical constructions.	Understands and uses several simple sentence structures correctly connected by simple connecting words, such as 'and' or 'but'. Does still regularly make basic mistakes by, for example, using different tenses. It is usually clear what he or she is trying to say.	Can understand and self-write a series of simple sentences connected by connecting words such as 'because' or 'therefore'.
	1	2	3	4
Points:	1 < A1 > 5	5 < A1+ > 10	10 < A2 > 15	15 < A2+ > 20
Total:				
Final level:				
Final grade:				

COMMUNICATIVE FORMATIVE ACTIVITIES

To design communicative formative activities, we used design criteria (see Table 5). We then provided examples of communicative formative activities for each phase of the test cycle that can be applied to each topic and level and are in line with the communicative learning goals of modern foreign language teaching.

Table 5 Design criteria of communicative formative activities

Communicative formative activities	
Content validity	Feasibility
1. Activities should not be part of formal assessment	6. Activities should be easy to organize during lessons.
2. Activities should focus on communicative learning objectives.	
3. Activities should be short and focused on a particular aspect to be covered	
4. Activities should contain a formative goal according to one of the steps of the formative cycle (feed-up, feedback or feedforward)	
5. Activities should include appropriate formative strategies	

You can apply these activities or parts of them in every lesson. What is always incorporated in an activity, and what is important to do systematically in formative activities, is to make learning visible: the aim is for both the teacher and the student himself to gain insight into what he or she can do and what not yet. This requires as many learners as possible to actively participate in formative activities and thereby can make (insight into their) progress. Several ICT tools can be used for this, but it can also be done simply by giving as many students as possible a turn at random every lesson, having students submit group assignments or having students present. So, the motto is above all: make learning visible. To systematically integrate formative activities into your lessons, go through the formative cycle preferably within three lessons, but phases can often merge seamlessly within an activity.

Examples of formative activities for phase 1

FEED-UP: AT THE BEGINNING OF EACH LESSON/DURING THE LESSON

PRINCIPLES:

- The teacher communicates clear communicative learning objectives in multiple ways.
- The teacher uses active teaching methods to identify and clarify learning objectives and success criteria with students (language activities around a theme).
- The teacher uses concrete example products to distil success criteria.

EXAMPLE 1 PHASE 1 FEEDUP

Language skills: Writing skills

Activity name: Making a good example yourself

Formative aim: Clarify success criteria

Language learning objective: Learning to communicate in writing

Duration: One lesson hour

Tools: Translation machine (Google Translate/DeepL)/a communicative task /rubric reading and writing skills/PickMe

Language skills: Writing skills

1. Give your students a communicative writing task around the theme from your method or curriculum.

Sample communicative writing task:

Respond to your French friend's WhatsApp message in about 50 words:

Salut!

Comment ça va ? Il fait beau en ce moment chez toi ? Tu as des projets pour ce week-end ? Nous on va à la plage ! A plus !

2. Have students translate the message using a translation machine and have them write down the most important words and sentence structures from the French message including translations.

3. Have students first individually formulate an answer in Dutch.

4. In pairs, have students compare their answers and correct each other's message. Have you responded appropriately? Did you give enough information? Have them use the criteria from the rubric for this.

Students have their improved message translated by a translation machine. They look at the result in pairs and note down important words and sentence structures.

6. Walk around and check if the translations are correct (this is almost always the case these days).

7. Take stock in class of the important words and sentence structures. Don't have students raise their fingers but point out students at random yourself. You can use the app PickMe for this purpose.

8. Give a similar communicative task. This time, have students perform the task without a translation machine.

9. Have students in other pairs give each other feedback and make a joint version.

10. Ask them to send the joint version to you. In the next lesson, discuss the good and bad points in class and let students improve their version themselves. (this step belongs to phase 2: feedback)

EXAMPLE 2 PHASE 1 FEEDUP

Language skills: Reading skills

Activity name: Selecting key information from written text

Formative aim: Discovering what is easy and difficult

Language learning target: Learning to apply communicative reading strategies

Duration: 30 minutes

Tools: Text in target language/rubric reading and writing skills/Padlet/PickMe/
Mark the words/Google doc or large sheets of paper

1. Provide an authentic level text or use a text from your method or curriculum.

2. Ask students to apply reading strategies according to the criteria in the rubric:

- Read the headings/look at the illustrations: What will the text be about? Have students answer via Padlet or on an A4 sheet. You can also choose a few students at random. Don't let them raise their fingers.
- Mark the key words. This can be done with a pen or with the Mark the words tool (in which you, the teacher, have first indicated the correct words and students have to find them again).
- Answer the questions: What, where, when, who, why, how
- Make a summary per paragraph in EN

3. Ask students to indicate what they find easy and difficult and what it is due to (vocabulary/sentence construction/structure of text...). List the points in class via Padlet or by asking students randomly.

4. Have students think in groups about a possible approach to improve their reading skills. You can use a document they work in together such as Google doc or use large sheets of paper.

EXAMPLE 3 PHASE 1 FEEDUP

Language skills: Listening skills

Activity name: What are they saying?

Formative aim: Clarify success criteria by level

Language learning target: Distinguishing between global and specific information

Duration: 30 minutes

Tools: Authentic audio clip/Playposit/rubric listening and speaking skills
/Padlet/Google doc/PickMe

1. Choose an authentic audio clip in the target language at level or use an audio clip from your method.
2. Have students listen to the fragment twice with the task of formulating global questions about the content of the audio clip. These may be questions to which they have an answer or questions to which they do not have an answer.
3. List the questions using Padlet/Google doc or by asking students randomly. Make sure you have input from as many students as possible.
4. Have students listen to the excerpt twice more. This time instruct them to think of specific questions to which they do or do not have answers.
5. Take stock of the answers using Padlet/Google doc or by asking students randomly. Make sure you have input from as many students as possible.
6. Start a discussion in class: what makes a question global and what makes a question specific. Ask students randomly (make sure students who haven't said much yet get the turn).
7. Make a compilation of the best questions and process them in a document or, for example, in Playposit for next time (this is a programme where the questions appear during the audio clip and students can answer and receive immediate feedback).
8. Have students answer their own composed questions the next lesson (this step belongs to phase 2: feedback).

EXAMPLE 4 PHASE 1 FEEDUP

Language skills: Speaking and conversation skills

Activity name: What do you think?

Formative aim: Clarify learning objectives and success criteria

Language learning objective: Learning to hold a conversation using examples

Duration: 20 minutes

Tools: example performance conversation skill A2/rubric conversation skill/communication task

1. Show students a conversation skill task at A2 level.
2. Give students a "blank" rubric asking: what would a student need to be able to do well on this task? Have them first fill in individually and then exchange in groups.
3. Take stock of the answers in class. This can be done with Padlet, large sheets of paper or by giving students turns at random.
4. Hand out the conversation skills rubric and have students compare their self-created success criteria with the criteria from the rubric. What did they forget? Have we forgotten anything too? Give students turns at random. Make sure as many students as possible say something.
5. Show students in class examples of different performances at A1, A2 and B1 level. This can be done on, for example, erk.co.uk.
6. Using the criteria from the rubric, students write down individually what they think they can already do and what they think they still need to learn. Have them hand in the points at the end of the lesson.
7. Take stock of the points to prepare your next lesson.

Examples of formative activities for phase 2

FEEDBACK: DURING CLASS/AFTER AS HOMEWORK

PRINCIPLES:

- The teacher uses ways to elicit student responses appropriate to the communicative learning goals (language acts around a theme)
- The teacher asks open questions aimed at communicating in the target language rather than at the right answer.
- The teacher puts students into action themselves and among themselves to make their understanding explicit and deepen it (receptive language skills)
- The teacher takes time to critically review student responses.
- The teacher analyses student responses in terms of communicative learning goals rather than superficial knowledge of formal aspects out of context
- The teacher identifies strengths and weaknesses at classroom level.
- The teacher does not judge too quickly but asks further questions and gathers additional evidence.
- The teacher gets students to actively compare and interpret their own and each other's work.

EXAMPLE 1 PHASE 2 FEEDBACK

Language skills: Writing skills

Activity name: Work, compare, improve

Formative aim: Learning to look critically at own work and the work of others/Learning to identify areas for improvement

Language learning objective: Learning to communicate in writing in the target language

Duration: One lesson hour

Tools: Communicative writing task/Google doc/rubrics reading and writing skills

1. Give students a communicative writing task.
2. Review the success criteria again in class.
3. Have students individually write down a top three. What will you pay extra attention to? How will you do that (make a mind map for vocabulary/list chunks, look at an example)?
4. Students first make the writing assignment individually. If possible, they all work in one Google doc shared by the teacher.
5. Have students provide feedback to two fellow students' text by adding suggestions. They use the success criteria from the rubric for this purpose.
6. Have students look at the suggestions made and improve their text using them.
7. Give feedback on the improved versions.
8. Make a summary of the most common mistakes and a list of good points. Discuss it the next lesson and offer remedial activities (this step belongs to phase 3: feed-forward).

EXAMPLE 2 PHASE 2 FEEDBACK

Language skills: Reading skills

Activity name: Catching up with each other

Formative aim: Identify strengths and weaknesses

Language learning target: Learning to report in detail

Duration: 30 to 45 minutes

Tools: Two authentic texts in the target language with translation into EN/
rubric reading and writing skills/Google doc/Padlet/exit cards

1. Select two short authentic texts in the target language. Make a translation into EN of both texts.
2. Make pairs.
3. Give student 1 text 1 and the translation of text 2 and student 2 text 2 and the translation of text 1.
4. In class, review the success criteria under "reporting".
5. Have students first read the text they receive in the target language and write a summary using the success criteria. If possible, they write the summary in Google doc and share the document with their peer.
6. Have students read the translation of the other person's text and then read the summary.
7. Students formulate some questions for their fellow students about important points or details that are not (well) reported.
8. Students answer the questions and discuss them.
9. Have students list what they found difficult when reporting using the success criteria: structure of the text, vocabulary (which words?), sentence structures (which ones), tenses...
10. Take stock of the points in class. This can be done via Padlet, exit cards, or by giving students turns at random.
11. Next lesson, discuss the points of interest and create matching remedial activities (this step belongs to phase 3: feed-forward).
12. Select two short authentic texts in the target language. Make a translation into NL of both texts.

EXAMPLE 3 PHASE 2 FEEDBACK

Language skills: Conversation skills

Activity name: And you?

Formative aim: Learning to identify points of interest using direct or indirect feedback

Language learning objective: Learning to respond spontaneously to questions

Duration: 10 to 15 minutes

Tools: A ball/List of questions or topics/exit cards/padlet

1. Show a list of conversation topics that have already been covered in the lessons. Write only key words in Dutch (no sentences or questions):

- Last weekend
- Next weekend
- During the holidays
- Sport
- Family
- ...

2. Start by briefly saying something about one of the topics. Then ask a question: and you? What did you do this weekend? Then throw the ball to a student.

3. Let the student answer the question and throw the ball back to you. You can continue by throwing the ball back to the same student, ask the same question and throw the ball to another student or choose a different topic and throw the ball to another student. Make sure that as many students as possible get their turn.

4. Improve students by always repeating correctly what they have said (recast) or by giving them direct feedback. Try not to interrupt natural communication.

5. Have students individually note down what they found difficult.

6. Take stock of the focal points via Padlet/exit cards or by asking students randomly.

7. Come back to these focal points the next lesson with additional instruction and remedial activities (this step belongs to phase 3: feed-forward).

EXAMPLE 4 PHASE 2 FEEDBACK

Language skills: Speaking skills

Activity name: News report

Formative aim: Learning to use success criteria

Language learning objective: Learning to use communicative strategies

Duration: Two lessons

Tools: A camera/Internet/List of topics/Select suitable listening clips

1. Select topics that have been covered before:

- Leisure
- Sport
- Food
- Holidays
- ...

2. For each topic, find a video in the target language about the Netherlands

Make groups of 4 students. Tell them that together they are going to make a 5-minute mini newsreel for French children.

4. Ask students to divide the topics with corresponding video among themselves and prepare a 1-minute presentation.

5. Ask them to review the success criteria from the listening and speaking skills rubric and, especially for communicative strategies, by reusing key words and sentence structures from the video.

6. Ask them to record the presentations in a video of up to 5 minutes in total and send it to you.

7. Watch the videos and note the good and bad points. Discuss them next time (phase 3).

Examples of formative activities for phase 3

FEED-FORWARD: AT THE END OF THE LESSON/AT THE BEGINNING OF THE NEXT LESSON

PRINCIPLES:

- The teacher links feedback back to communicative learning objectives
- The teacher gives concrete suggestions for improvement linked to the communicative learning objectives
- The teacher provides space to do something with the feedback and show improvement
- The teacher adapts follow-up instruction/work format based on analysis of errors at individual, group and class level

EXAMPLE 1 PHASE 3 FEEDFORWARD

Language skills: Writing skills

Activity name: Spotting mistakes yourself

Formative aim: Learning to process feedback received

Language learning objective: Learning to discover and correct common language errors (vocabulary/grammar) in context

Duration: 15 to 20 minutes

Tools: Rubric reading and writing skills/Socrative

1. Make a collection of common mistakes. Discuss the mistakes in class.
2. Ask students to indicate to which success criteria of the rubric the errors belong (vocabulary, grammar, social competence, communicative strategies....)
3. Make an assignment with the students' errors/phrases. Have students correct the sentences.
4. Correct the assignment in class by giving as many students as possible a turn at random. You can use a programme like Socrative so students can check independently. This also allows you as a teacher to check that they all made the assignment and how.

EXAMPLE 2 PHASE 3 FEEDFORWARD

Language skills: Reading skills

Activity name: Is this A2?

Formative aim: Learning to evaluate performance

Language learning target: Learning to report globally and in detail

Duration: 30 to 45 minutes

Tools: Anonymised student assignments/rubric reading and writing skills

1. Ask students in advance to send a written summary of a text in English according to the success criteria of the A2 or B1 rubric.
2. Make an anonymous selection of 3 summaries of A1, A2 and A2+ or B1 level.
3. Print out the summaries and let the students in groups of 3 determine the level according to the rubric.
4. Ask each group to justify their choice using the success criteria.
5. Ask random students to present their choice in class. Keep asking questions and add to them afterwards if necessary.
6. Then ask students to determine the level of their own summary and make an improved version.
7. Ask them to send/hand in the improved version to you.

EXAMPLE 3 PHASE 3 FEEDFORWARD

Language skills: Listening skills

Activity name: Make your own assignment

Formative aim: Learning to process feedback

Language learning objective: Learning to identify global and specific information

Duration: 30 to 45 minutes

Tools: Authentic listening fragment/ball

1. Choose an authentic listening clip in the target language on YouTube.
2. Play the clip twice and ask students to take notes.
3. Ask students to individually make a summary in English and prepare four specific questions for fellow students.
4. Throw a ball to a student and ask a first global question in EN about the fragment. The student answers your question, throw the ball to another student. The latter answers the question and asks another question to someone else and so on.
5. Ask students to then give feedback on the questions. Are the questions global or specific enough? Does it show that you have understood everything in detail?
6. Ask students to improve or complete their summary and send it to you.
7. Make a sample summary for the next lesson based on their submitted versions.
8. As a teacher, put the questions together and discuss them in class by giving students random turns.

EXAMPLE 4 PHASE 3 FEEDFORWARD

Language skills: conversation and speaking skills

Activity name: How do you say...?

Formative aim: Discover what goes well and what could be improved

Language learning target: Improving pronunciation

Duration: 20 to 30 minutes

Tools: Selection recordings/rubric conversation skills and listening and speaking skills

1. Select students' statements from a previous assignment.
2. Let students hear or repeat the selected statements in class. Using the rubric, ask students to indicate what went well and what went less well.
3. Give students time to improve each statement individually. Ask students at random about their improved pronunciation.
4. Return to the points for attention in class.
5. Ask students individually to make a list of points of interest that are relevant to them. List the points for each student via Padlet or exit cards.
6. Give students a new speaking task and ask them to pay attention to the points of interest.

EXAMPLE OF COMMUNICATIVE (TEST) TASKS

To help in designing communicative tests and communicative formative activities, we offer some examples of (test) tasks that we have sorted thematically. They can be adapted or serve as examples for designing your own communicative (test) tasks.

The examples of communicative tests consist of one or more situation descriptions with several tasks attached.

To compose a communicative test, teachers can select several tasks appropriate to the topics covered in the curriculum. A test can then be composed from the selected tasks according to the corresponding test format.

Since in our schedule there are far fewer summative tests than the number of themes from a method or curriculum, each summative test covers several themes. The advantage is that it increases unpredictability and authenticity. Students do not know exactly what is being asked and encounter a variety of situations, just like in real life.

THEME 1: ME AND MY FAMILY

Conversation skills

Situation description:

You are staying with a host family for a week as part of your school's study abroad programme. You will encounter the following situation(s). Read the assignment and respond appropriately to your host family's questions/reactions.

ASSIGNMENT 1: Sharing information and experiences within informal situation.

Task student 1

You go to the park after school with your host family's son/daughter with his/her friends. They are curious about who you are and where you are from. They ask a few questions about you, your family and life in the Netherlands. Answer the questions and ask a few questions back yourself about their lives and interests. They suggest something. Indicate what you think and if you like it.

Task student 2

You meet your host family's grandparents. They are curious about who you are and where you come from. They ask a few questions about you, your family and life in the Netherlands. Answer the questions and ask a few questions back yourself about their lives and interests. They suggest something. Indicate what you think and if you like it.

Task student 3

You meet the cousin of your host family's children. He is curious about who you are and where you come from. He asks a few questions about you, your family and life in the Netherlands. Answer the questions and ask a few questions back yourself about his life and interests. He suggests something. Indicate what you think and if you like it.

Spoken interaction

Situation description:

You are staying with a host family for a week as part of your school's study abroad programme. You will encounter the following situation(s). Read the assignment and respond appropriately to your host family's questions/reactions.

ASSIGNMENT 1: Share information and experiences within informal situations.

Task student 1

The father of the host family asks if you slept well. Politely indicate that it is not the case because you were cold in the bedroom. Indicate that you would like an extra blanket and the heating higher. Your host suggests another solution (for the teacher: sleeping on the couch in the living room, e.g.). You don't like it. You indicate why and suggest something else.

Task student 2

The internet connection no longer works. It is annoying because you want to do many things on the internet and want to be in touch with your parents and friends. You report it to your host family. They don't know what's wrong and suggest something (for the teacher: waiting). You don't quite like it. You indicate why and suggest another solution (restart modem, use hotspot, café with Wi-Fi, etc.).

Task student 3

You cannot manage to do your homework because the table where you are working is moving and making a lot of noise. You go to your host family's mother and ask if she can help you with this. She suggests a solution (for the teacher: working at the kitchen table). You do not quite like it. You indicate why and suggest something else.

THEME 3: SCHOOL

Spoken interaction

Situation description:

You are on holiday with your parents in [name of country] and you encounter the following informal situation(s).

ASSIGNMENT 1: Sharing information and experiences within informal situations

Task student 1

You spent a day at school with the family's son/daughter. The parents ask you in the evening what you thought of it. You tell them how the day went, which subjects you attended and what you did. You compare the day with a school day in the Netherlands. You answer your host family's questions.

Authentic document: Rooster school abroad.

Task student 2

The host family's mother asks you questions about school in the Netherlands. She asks which subjects you like and which you like less and why. The daughter is also curious about what you do at break time. You respond appropriately and answer their questions.

Task student 3

Your host family's son is curious about the Dutch school system. You explain how the school system in the Netherlands works and compare it with what you know of the school system in his country. You answer his remaining questions.

Spoken interaction

Situation description:

During independent work at your school or during the break, the language assistant(s) regularly joins your group. The following discussion topics are covered.

ASSIGNMENT 1: Sharing information and experiences within informal situations

Task student 1

You must prepare a presentation about the country the language assistant (e) is from. You politely ask him/her to help you prepare. You ask questions about the country, what there is to do, what you like and dislike about living there.

Task student 2

It is the end of the school year, and you talk to your group about your plans for the holidays. You tell the language assistant(s) what your plans are and answer his/her questions about what exactly you are going to do. You ask what he/she plans to do and indicate whether you would like it and why. You indicate what your ideal holiday would be.

Task student 3

The (autumn/Christmas/spring/may/summer) holidays have just happened and you tell your group what you did and how it was. You answer the questions of the language assistant(s) and ask what they did and what it was like.

Spoken interaction

Situation description:

You spend a week with a host family as part of your school's study abroad programme. You will encounter the following situation(s). Read the assignment and respond appropriately to your host family's questions/reactions.

ASSIGNMENT 1: Sharing information and experiences within informal situations

Task student 1

You don't like the evening meal. Politely state that you don't like it. Answer your host family's questions about what you like or don't like for the rest of your stay. Suggest some time to cook or go to the restaurant for example. Ask what they themselves like.

Task student 2

During lunch at school, you have a conversation with a peer about what you normally eat during a school day in the Netherlands. You tell and compare it with what you know about eating habits in his/her country. You answer his/her other questions.

Task student 3

You are going to cook for your host family. You decide to make a typical Dutch recipe. The host family's father goes shopping and asks you what you need for the recipe. He is curious about what you are going to make and asks you questions.

Spoken interaction

Situation description:

You spend a week with a host family as part of your school's study abroad programme. You will encounter the following situation(s). Read the assignment and respond appropriately to your host family's questions/reactions.

ASSIGNMENT 1: Sharing information and experiences within informal situations

Task student 1

You would like to bring a typical gift for your parents from your stay. You tell your host family and ask them if they have any suggestions. You indicate whether you like your host family's ideas and ask their opinion on other ideas you have yourself.

Task student 2

You would like to give your host family's parents a present to thank them for your stay. You ask your host family's son what his parents like. You indicate what you think of his suggestions. You suggest a few things yourself and ask for his opinion.

Task student 3

You will go shopping with the son/daughter of the host family. Indicate what type of shops you like and what you would like to buy. The son/daughter has different tastes. You talk about what you like/love/cool and why. You respond appropriately and answer the questions.

Spoken interaction

Situation description:

You spend a week with a host family as part of your school's study abroad programme. You will encounter the following situation(s). Read the assignment and respond appropriately to your host family's questions/reactions.

ASSIGNMENT 1: Sharing information and experiences within informal situations

Task student 1

You are not feeling well (sore throat and headache). You report it to your host family's mother. She asks what exactly is wrong. You answer the questions. She suggests something (for the teacher: She suggests drinking tea with honey). You don't like it. You indicate why and suggest something else (go to the doctor, no school for a day, painkiller such as paracetamol...).

Task student 2

You are at school and you do not feel well. You call the mother/father of your host family to ask if they can come and pick you up. You answer the questions on the phone and respond appropriately.

Task student 3

The mother/father of your host family is very concerned with healthy living. He/she asks what you do to stay healthy. You explain and answer her/his questions.

Spoken interaction

Situation description:

You spend a week with a host family as part of your school's study abroad programme. You will encounter the following situation(s). Read the assignment and respond appropriately to your host family's questions/reactions.

ASSIGNMENT 1: Sharing information and experiences within informal situations

Task student 1

Your host family suggests you go on an outing on your day off. Indicate that it seems like fun to you. The host family's father/mother suggests different activities. Indicate what you like and do not like. Give your own suggestion of an outing that you like.

Task student 2

You would like to go to the city centre. Politely ask how best to go. Your host family suggests different transport options. Indicate what you prefer or do not prefer. Indicate what you plan to do in the city centre (shopping, visiting a museum, going to the cinema, going to a concert...). Ask if there are other fun things to do.

Task student 3

You went on a day out with your class to the city/museum/beach/forest. Your host family asks you in the evening how it was. You tell them what you did and what you thought of it. You answer your host family's questions.

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