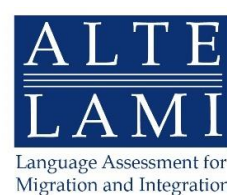


# LAMI – LASLLIAM Assessment Tools

Language Policy Programme  
Strasbourg



# ALTE – LAMI contributors

## LLAT developers

### LAMI member

Lorenzo Rocca (LAMI chair)  
Cecilie Hamnes Carlsen (LAMI co-chair)

Anna Mouti  
Carmen Peresich  
Giorgio Silfer and Lorena Bellotti  
Ina Ferbežar and Mateja Eniko  
Joe Sheils  
José Pascoal  
Kateřina Vodičková  
Mohammad Al Qara and Roswitha Hunold  
Sabrina Machetti and Paola Masillo  
Stefanie Dengler

### ALTE Institution

Società Dante Alighieri  
Western Norway University of Applied Sciences  
  
Aristotle University of Thessaloniki  
OSD - Österreichisches Sprachdiplom Deutsch  
KCE - Kultura Centro Esperantista  
University of Ljubljana  
ALTE Individual Expert Member  
University of Macao  
Charles University  
Worldwide Bildungswerk  
University for Foreigners of Siena  
Goethe Institute

## LLAT coordinators for piloting

### LAMI member

Anna Mouti  
Ina Ferbežar and Mateja Eniko  
Live Grinden  
Lorenzo Rocca  
Mohammad Al Qara

### Country of piloting

Greece  
Slovenia  
Norway  
Italy and Northern Ireland  
Germany

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## LLAT translations

The LAMI members wish to thank the institutions and colleagues engaged in the translations of the tools, for their contribution to this new ALTE multilingual resource.

### ***Czech version***

Kateřina Vodičková Charles University

### ***Dutch version***

Goedele Vandommel and Helena Van Nuffel CNaVT – KU Leuven

### ***Esperanto version***

Lorena Bellotti KCE - Kultura Centro Esperantista

### ***German version***

Carmen Peresich OSD - Österreichisches Sprachdiplom Deutsch  
Stefanie Dengler Goethe Institute

### ***Greek version***

Anna Mouti Aristotle University of Thessaloniki  
Christina Maligkoudi Democritus University of Thrace

### ***Italian version***

Antonella Priori and Carlo Pirozzi Società Dante Alighieri  
Greta Mazzocato, Sofia Bulla and Francesco CPIA di Treviso  
Bortolussi

### ***Norwegian version***

Cecilie Hamnes Carlsen and Live Grinden Western Norway University of Applied Sciences

### ***Portuguese version***

José Pascoal University of Macao

### ***Romanian version***

Dina Vilcu Babes-Bolyai University

### ***Slovenian version***

Ina Ferbežar and Mateja Eniko University of Ljubljana

### ***Spanish version***

Javier Fruns Gimenez and Nuria Vaquero Instituto Cervantes  
Ibarra

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# Introduction to the LAMI-LASLLIAM Assessment Tools

**General Aim: To offer practical resources for the development of assessment tools based on LASLLIAM within a framework aimed at improving connections between learning, teaching and assessment.**

## The LASLLIAM reference guide

The Council of Europe has been actively promoting language learning and linguistic diversity since its foundation. A particular emphasis on the migration context was strengthened by the launching of the Linguistic Integration of Adult Migrants (LIAM) project in 2006.

Within this context, it is recognised that non-literate or low-literate migrants have specific educational needs, and represent a highly vulnerable group of learners. They have to learn a second language, while also either developing their basic literacy competences, or learning to read and write for the first time.

LASLLIAM (Literacy and Second Language Learning for LIAM)<sup>1</sup> specifically addresses such a group: it is the Council of Europe reference guide aiming at supporting language educators, as well as language policy makers, in their endeavours to design, implement and improve curricula and teaching materials tailored to non-literate or low-literate adult migrants.

## The proposed LAMI – LASLLIAM Assessment Tools (LLAT)

Within the LAMI<sup>2</sup> action plan 2021-2023<sup>3</sup>, 19 LAMI members, from 13 ALTE institutions<sup>4</sup>, developed –providing a qualitative validation- four explanatory tools to illustrate use of LASLLIAM for assessment purposes.

Such tools, elaborated in English as working language, have subsequently been translated and adapted, leading to a multilingual outcome, with 12 languages represented<sup>5</sup>. LLAT are part of the broader frame related to the LASLLIAM piloting phase (see LASLLIAM 7.3). Major goals of this piloting are:

- to document and publish experiences of institutions in different Council of Europe member states in developing teaching materials based on the LASLLIAM scales, and then,
- to trial such materials within different learning environments in order to validate them.

The LAMI-LASLLIAM Assessment Tools (LLAT) aim to support equity and quality through inclusive and tailor-made learning and teaching. They reflect the action-oriented approach (CEFR, 2001; CEFR Companion volume, 2020) which views language learners primarily as social agents engaged in tasks. In particular, LLAT take into account tasks based on communicative language activities involving oral and written reception, production and interaction, as illustrated by the LASLLIAM scales (see LASLLIAM 4.2).

More specifically, the four tools propose adequate and appropriate tasks, where adequate refers to the task's calibration in relation to its stated LASLLIAM level, while appropriate refers to the task's capacity to address

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<sup>1</sup> <https://rm.coe.int/prems-008922-eng-2518-literacy-and-second-language-learning-couv-texte/1680a70e18>

<sup>2</sup> <https://www.alte.org/LAMI-SIG>

<sup>3</sup> <https://www.alte.org/resources/Documents/LAMI%20ACTION%20PLAN%202021-2023.pdf>

<sup>4</sup> Aristotle University of Thessaloniki, Babes-Bolyai University, Charles University, CNaVT – KU Leuven, Goethe Institute, Instituto Cervantes, KCE - Kultura Centro Esperantista, OSD - Österreichisches Sprachdiplom Deutsch, Società Dante Alighieri, University for Foreigners of Siena, University of Ljubljana, Western Norway University of Applied Sciences, Worldwide Bildungswerk

<sup>5</sup> Czech, Dutch, English, Esperanto, German, Greek, Italian, Norwegian, Portuguese, Romanian, Slovenian, Spanish

not only the learners' needs related to the target language per se, but also the topics and communicative situations reflecting their real-life use of the target language (LAMI, 2016: 34).

Accordingly, in keeping with the CEFR's aim to foster alignment between pedagogical and real-life tasks (CEFR, 2001: 27), LLAT offer:

- the first two tools for use within the “welcome phase”, considering both the learners' needs analysis and placement related to their literacy and second language profile (see LASLLIAM 6.2.1)
- the last two tools for assessment of the learner's achievement at the end of a course (see LASLLIAM 6.2.3).

In addition to LASLLIAM and to the other aforementioned Council of Europe resources, LLAT relate to a number of tools taken from the LIAM Toolkit<sup>6</sup>, partially adapted for the context and needs of the target learners<sup>7</sup>.

### **Target users and learners**

LLAT are designed for users involved in the migration context: teachers and volunteers in the service of literacy and second language courses. The target learners are therefore non- and low-literate adult migrants, who are engaged in the simultaneous processes of acquiring literacy and a second language within educational and vocational learning environments (see LASLLIAM 1.3 and 1.4).

### **Approach adopted**

In developing the tools, LAMI adopted the approach highlighted in LASLLIAM 6.1. This means that the use of LLAT:

- is intended as fully embedded within the learning environment; in this respect, the four tools represent concrete examples of the recommended uses of LASLLIAM in the field of assessment, and take into account the important stipulation that the reference guide is not designed for the development of standardized high-stakes and large-scale tests. In that respect, LLAT constitute a sample of fair and appropriate use of LASLLIAM, in marked contrast and clear opposition to the imposition of language requirements on non- and low-literate migrants for residence and citizenship purposes (ALTE and Council of Europe Survey, 2020<sup>8</sup>).
- is designed to support the concept of profiles and the “recognition of partial competences” (CEFR, 2001: 175). In this sense, LLAT allow users to illustrate learners' uneven profiles, providing evidence of what is achieved.
- should always lead to positive outcomes in order to sustain learners' motivation, mindful of the fact that LASLLIAM scales are not intended to fix any cut-off point.
- should contribute to the improvement of the learner's Portfolio<sup>9</sup>, with particular regard to the Language Biography, acknowledging and valuing the plurilingual repertoire of the individual.

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<sup>6</sup> <https://www.coe.int/en/web/language-support-for-adult-refugees/home?desktop=true>

<sup>7</sup> Tool 25 for needs' analysis; Tool 26 for the placement; Tool 27 for the linguistic profile; Tool 31 for the communicative situations related to scenarios; Tool 32 for the communicative functions assessed by the four tools.

<sup>8</sup> <https://rm.coe.int/linguistic-integration-of-adult-migrants-requirements-and-learning-opp/16809b93cb>

<sup>9</sup> <https://www.coe.int/en/web/portfolio>

- should be embedded in LOA (Learning Oriented Assessment), aiming at constant involvement of the learner in every form of assessment. This means providing appropriate feedback and, more generally, raising awareness about the assessment procedures as part of the overall learning process.

### Some general guidelines

The following are some points to bear in mind when using LLAT. Users are invited:

- to adapt the contents of the tools to the target language, the context (country, region, etc.), the educational culture and the specific needs of the learners, taking into account cultural implications in managing teaching materials, as well as intercultural aspects of interaction with and between learners.
- to consider that such adaptations can also be relevant for every task instruction.
- to be sensitive to the learners' feelings and choose topics and pictures carefully<sup>10</sup>.
- to be aware of learners' possible special needs, in particular checking eventual visual and/or auditory impairments.
- to reassure the learners before and after administering each tool, by pointing out e.g., "This is a useful activity to help me get to know your language needs and so to allow me to better do my job". Remind learners that this activity does not include a possibility to "fail".
- to consider the recommendations related to the graphical layout, where present in the tools<sup>11</sup>.

### LLAT structure

All four tools follow a similar pattern:

- commencing with a definition of the aims and specifying the relevant LASLLIAM scales;
- then illustrating the format of the tasks, while providing additional guidelines to be integrated with the more general guidance outlined above;
- and concluding with a presentation of the explanatory tasks with reference to the related key LASLLIAM descriptors<sup>12</sup>, followed by the proposal of a suggested outcome.

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<sup>10</sup> With regard to copyright issue, it is important to select only input which are free to download and share.

<sup>11</sup> In printing the tools, it would be important to provide colour images.

<sup>12</sup> The LASLLIAM descriptors in blue font are taken from CEFR Companion volume Pre-A1 and A1 levels.

## Tool 1 – Needs analysis and placement (oral skills)

**Aim: To help users in identifying learners' needs and their oral skills in the target language during the welcome phase by gathering relevant data for the planning of the language course.**

More specific aims are:

- A. to provide a broader language needs analysis focus, containing questions in a language the learner knows, highlighting the importance of valuing to the learner's plurilingual repertoire.
- B. to present a more specific placement-diagnostic focus, containing questions in the target language with regard to the oral dimension. This part can be followed by the administration of Tool 2, which is focused on the written skills.
- C. to give examples of suitable target language input proficiency levels, also as in terms of contents (see Introduction), according to a progression of difficulty.
- D. to include examples of learners' turns in the target language based on LASLLIAM scales. These examples should be considered as the expected output according to the LASLLIAM descriptors. This means that if the learner interacts by producing a turn similar to that proposed at a particular LASLLIAM level, they are at least at that level. For example, if the interviewee responds to a greeting with "Hello" or responds with their name to the question "What is your name?", teachers and volunteers are invited to infer that they are at least LASLLIAM Level 1, as even a highly literate and competent L2 student could respond in the same way. It will be a matter for the further development of interaction to confirm whether the person is at level 1 or above, depending on the answers to the next set of questions. In other words, to take another example, whoever answers appropriately with "Yes" or "No" to a yes/no question, is considered to have reached at least Level 1 (If unable to answer the learner should in any case be placed at level 1 upon entrance).

### LASLLIAM scales considered

The basis of this tool are the LASLLIAM Overall scales related to the oral dimension and mainly to the descriptors of oral interaction. To reflect real-life situations, the learner is likely to experience, and to stress a less "scholastic" approach, oral reception is not assessed as a separate component/skill, but as a part of oral interaction. As the language profiles of newcomers to the learning environment are in the welcome phase still unknown, it is more appropriate to use the general descriptors as these represent the person's overall language ability, rather than the more specific scales. An exception to this would be the Specific scale *Interview and being interviewed* (a category of oral interaction) because it exactly reflects the tasks in this tool. On the basis of the above, the following LASLLIAM scales are considered:

- *Oral reception* – Overall scale
- *Oral production* – Overall scale
- *Oral interaction* – Overall scale
- *Interview and being interviewed* – Specific scale



## Format

The suggested format is an oral interview, as dialogue is an essential starting point in the establishment of human relationships.

The tool can be used as one combined tool completely carried out in the target language, or as two separate tools. In the latter case, the placement is carried out in the target language and the needs analysis in any common language shared with the learner or with the help of a mediator.

The interview is structured in 9 sections (from 0 to 8), by considering what is asked by the interviewer, how it is asked, and thus which LASLLIAM levels are involved in terms of placement according to the answers from the interviewee.

## Some guidelines

The following are some points to bear in mind when using this tool. Users are invited:

- to make sure there is ample time to deliver the material, without having to rush, planning for extended time for this moment, if necessary, as this is first and foremost a reception moment, so a calm and relaxing environment is needed;
- to ensure an informal atmosphere, aimed at facilitating communication<sup>13</sup>;
- to create a friendly atmosphere, treating the learner with respect;
- to highlight that the interview is a conversation aimed at getting to know each other; so it is fundamental to clarify that the interview is not a formal exam;
- to speak in a slow and clear way (not more loudly);
- to repeat, rephrase, use pauses and body language;
- to use all language resources shared by the interlocutors, where needed;
- to consider the usefulness of using themselves as an example (e.g., *"I am [name]. What is your name?"*);
- to repeat or to resume, from time to time, the interviewee's turn to show attention and empathy and to provide confirmation;
- to prepare in advance a kit with the pictures mentioned in the table below;
- to use such props and visuals during the interview, where needed;
- to follow as much as possible the sequence and the wording of the questions (the interviewer's turns are in italics in the table below); but, at the same time to bear in mind that not all the questions need to be asked as:
  - in order to respect the privacy of the person and depending on the circumstances of the individual or related to the context, certain questions may be too sensitive;
  - depending on the given answers to previous question(s), other questions may not be needed.

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<sup>13</sup> Including the suggested use of an informal register.



SECTION	WHAT	HOW (questions)	LASLLIAM LEVEL
0	Greeting + basic approach	<i>Hello.</i> Wait for reply to the greeting. <i>First, welcome! I would like to talk to you to know you better, ok?</i> <i>I am ... (name). I am from... (country).</i> <i>Do you speak /Do you understand ... (target language)?<sup>14</sup></i>	Level 1 (e.g., “Hello”, “Good morning”.)  Level 1 (e.g., “Yes”.)

If the learner doesn't understand, proceed with needs analysis in another language or with a mediator, covering all the sections (1–8). Taking into account the aims related to placement (oral dimension) in the target language, it means that the learner is an absolute beginner, at least in spoken interaction: according to the LASLLIAM scales, s/he has not reached LASLLIAM Level 1. Of course, if further placement (written dimension, see Tool 2) would reveal the full literacy of the learner, the entry level of speaking should also be reviewed in terms of CEFR Companion volume levels most adequate for a literate absolute beginner. If the learner understands, then proceed with the other sections in the target language as far as possible, placing the learner by using both the indications given in the last column and the rating scale presented below this table.

In case of growing difficulties in understanding the target language, remind that all the sections should be still covered for needs analysis purposes, using other shared languages.

1	Name	<i>So, I am ... (name)/ My name is ...<sup>15</sup></i> <i>What is your name?</i>	Level 1 – just the name Level 2 – (e.g., “My name is [name]”.)
	Country of origin	<i>I am from ... Where are you from?</i>	Level 1 – just the name of the country (e.g., “I Syria”.) Level 2 – (e.g., “From Syria”.) Level 3 – (e.g., “I am from Syria”.)
2	First language	<i>I speak ... (L1). What language(s) do you speak in ... (country of origin)?</i>	Level 1 – just the name of the language (e.g., “Pashto”.) Level 2 – familiar words (e.g., “Speak Pashto”.) Level 3 – short, simple sentences and phrases with frequent words (e.g., “I speak Pashto”.)
	Other languages	<i>I speak ... (English, French and Vietnamese). Do you speak ... (other languages)?</i> <i>What other languages do you speak?</i>	Level 1 – just the name(s) of the language(s) (e.g., “English, French”.) Level 2 – familiar words and memorized expressions Level 3 – (e.g., “I speak English and French”.) Level 4 - simple sentences and phrases/ giving some details (e.g., “I speak English very well”.)

<sup>14</sup> According to the language and to the context, users are invited to decide which of the two options is more appropriate.

<sup>15</sup> Ibidem.

	Educational background	<p><i>Did you go to school in (country of origin)?</i> Showing pictures and using gestures to express past. <i>How long did you go to school for / How many years have you been going to school?</i> Showing years with fingers.</p>	<p>Level 1 – just “Yes/No” and the number of years Level 2 – familiar words and memorized expressions Level 3 – short, simple sentences and phrases with frequent words Level 4 - simple sentences and phrases (e.g., “Yes, I go to school for 5 years”.)</p>
3	Occupation / Job experience	<p><i>I am a teacher.</i> Showing a picture. <i>What do you do?</i></p> <p><i>Now I am a teacher, but before I did different jobs. What about you?<sup>16</sup></i> Showing pictures of different professions.</p>	<p>Level 1 – just the name of the job Level 2 – (e.g., “My job is [name]”.) Level 3 – short, simple sentences and phrases with frequent words Level 4 – (e.g., “I am a nurse. I work in the hospital”.)</p>
4	Social environment and housing	<p><i>How long have you been here in (name of the country)?</i> <i>I live in ... (name of the town/area you are now). Where do you live here in (name of the country)?</i> Elicit town or area. <i>Are you here in (name of the country or name of the town/city) alone?</i> <i>If not, Who lives with you?</i> Showing pictures.</p>	<p>Level 1 – just the name of the town / area / person / kind of accommodation Level 1 – (e.g., “Yes”.) Level 2 – familiar words and memorized expressions (e.g., “With my family”.) Level 3 – (e.g., “No, I live with my family”.) Level 4 - (e.g., “I live in an apartment with two friends”.)</p>
5	Free time	<p><i>Can you tell me a little about your day?</i> <i>Every day I work in the morning.</i> <i>What do you usually do now in (name of country)?<sup>17</sup></i></p> <p><i>When I’m not working, I like meeting friends and watching TV. What about you? What do you like?<sup>18</sup></i></p>	<p>Level 3 – (e.g., “I work all day”.) Level 4 – simple sentences and phrases/ giving some details / sometimes using a common connector (e.g., “I work in the morning and I lunch at home”.) Level 4 - (e.g., “I like play sports”.)</p>

<sup>16</sup> According to the complexity of the question (including the reference to the past), users are invited to consider it as mainly a needs’ analysis question, more than a question aimed to place in spoken interaction.

<sup>17</sup> Ibidem

<sup>18</sup> Ibidem

## LASLLIAM key descriptors related to sections 0 to 5

LASLLIAM level	Descriptors taken from the considered scales
4	<p>Can interact in everyday contexts by using simple sentences and formulaic expressions.</p> <p>Can reply in an interview to simple direct questions, put very slowly and clearly in direct, non-idiomatic language, about personal details.</p> <p>Can describe themselves, what they do and where they live<sup>19</sup>.</p>
3	<p>Can interact in a familiar context by using short simple sentences and phrases with frequent words.</p> <p>Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.</p> <p>Can ask and answer questions about personal information, feelings and health with short, simple phrases and formulaic expressions.</p>
2	<p>Can answer simple questions (e.g., for personally relevant information) by using familiar words, phrases or memorised formulaic expressions.</p> <p>Can give some simple information with familiar words or phrases.</p>
1	<p>Can answer questions about basic personal information with a single word or phrase.</p>

Once the level has been assessed, Sections 6–8 should be still carried out in the target language or in other languages for needs analysis purposes.

6	Personal goals in the target country	<p><i>Would you like to stay here for a short time or for a longer time?</i> If the person does not want to stay, go to Section 8.</p> <p><i>What would you like to do in ... (target country)? /</i> <i>Would you like to ... live, work, make friends, study, go to school ...?</i></p>	Needs analysis only
7	Learning goals in target language	<p><i>Would do like to learn (the language of the country)? If yes,</i> <i>What do you need now with/in ... (target language)?<sup>20</sup></i></p> <p>Showing pictures of different things, such as house, school, people working, people having fun together, shopping, writing, reading, talking on a phone, interacting on social network, etc.</p> <p><i>Where do you use the (language of the country)?</i></p>	Needs analysis only
8	Learning goals in other languages	<p><i>Would you like to learn another language? Which one?</i></p> <p>For the countries where people are “in transit” – if possible, to be checked beforehand by other people.</p>	Needs analysis only

<sup>19</sup> In blue the descriptors taken from the CEFR Companion volume.

<sup>20</sup> According to the language and to the context, users are invited to decide which of the two options is more appropriate.

## Assessment criteria

### *Rating scale - Oral interaction in the target language*

The descriptors in the rating scale:

- are presented in relation to the questions provided by the interview (Sections 0 to 5), according to the considered LASLLIAM scales
- are aimed to assign a LASLLIAM level for the most adequate placement at the beginning of the course (e.g., the descriptor related to the column “Level 2” describes the oral competence of a learner who should start to attend a LASLLIAM Level 3 course; it means the person is described as Level 2 in exit / Level 3 in entrance).


Level 1	Level 2	Level 3	Level 4
They can complete just the first part of the interview, providing some basic personal information by using turns generally consisting of no more than one single word or phrase.	They can partially complete the interview, giving some simple personal information and describing themselves by using turns generally consisting of familiar words, phrases or memorized formulaic expressions.	They can complete almost all the interview, giving personal information and describing themselves by using short simple sentences and phrases with frequent words.	They can complete substantially all the interview, giving personal details and describing simple aspects of their everyday life by using simple sentences and phrases (rarely using basic connectives).

Please note that although it is important that the interviewer understands what the interviewee means, accuracy is not expected. The discriminating feature is that the spoken output is understandable, any errors (e.g. grammar or pronunciation) should not be evaluated if they do not affect the comprehension.

## Suggested outcome

According to LASLLIAM, the outcome related to the part of interaction in the target language allows the illustrative representation of a first piece of the learners' profile, as in the diagram below.

The whole puzzle should be completed with the addition of the pieces concerning the other skills (see Tool 2 for the written dimension); teachers and volunteers are invited to highlight the competence, often uneven, of the learner; in the example below, the learner is placed at LASLLIAM Level 3 in Oral interaction.

Placement assessment	
LASLLIAM level	Communicative Language Activities
	 <b>ORAL INTERACTION</b>
LEVEL 4	
LEVEL 3	
LEVEL 2	
LEVEL 1	

Users should be aware that in the diagram above, two communicative language activities are missing: Oral reception and Oral production. As stressed previously, taking into account the sensitive implications of the welcome phase, the choice of LAMI was to welcome a less "scholastic" approach, avoiding at the very beginning of the learning process the separate assessment of production (e.g., through a monologue), and reception (e.g., through audio files). It is also important to highlight that after the initial meetings within the learning environment, the individual could demonstrate a different LASLLIAM level in Oral reception and/or production in comparison to the one they were placed in according to the result of the interview.

In addition to the placement in Oral interaction, teachers and volunteers are invited to take notes e.g., by filling a form with the background information gathered in relation to each learner interviewed (plurilingual repertoire, work experience, etc.).

## Tool 2 – Literacy profile and placement (written skills)

**Aim: To help users in identifying learners' profiles during the welcome phase by gathering relevant data for the planning of the language course. The tool aims to identify learners':**

- **literacy profile in a language they know (Part 1 of the assessment) and**
- **written skills (written reception, production and interaction) in the target language (Part 2 of the assessment).**

More specific aims are:

- A. to provide a first part collecting evidence about the learners' literacy profile in a language they know.
- B. to present a more specific placement-diagnostic second part containing four components with tasks to assess written skills mirroring LASLLIAM descriptors (from Level 1 to Level 4). The outcome of this part will help teachers and volunteers to place the learner in the most adequate learning environment.
- C. to collect representative samples of learners' production/interaction in many different languages in order to offer to the users explanatory examples of writing at the different LASLLIAM levels.

This tool should be preceded by the administration of Tool 1, which focuses on needs analysis and oral skills. The use of both tools allows users to identify the learners' literacy and language proficiency across the different language skills; learners are likely to perform at different levels of proficiency in different skills (i.e., uneven profile). In addition, the aforementioned first part contains questions to be formulated according to the information collected during the interview.

### **LASLLIAM scales considered (for the second part of the tool)**

The basis of the second part of this tool is the three LASLLIAM Overall scales related to the written dimension: Written reception, Written production and Written interaction. In the welcome phase, the more general descriptors are the most adequate because they represent a person's overall language ability. They are more generic in comparison to the descriptors of the specific scales, and are thus more suitable for learners that users haven't yet met.

On the basis of the above, the following LASLLIAM scales are considered:

- *Written reception* – Overall scale
- *Written production* – Overall scale
- *Written interaction* – Overall scale

## First part

### Format

The first part has 2 tasks addressing the learners' ability to read (Task 1) and to write (Task 2) in a language they know.

### Some guidelines

When using the first part of this tool, users are invited:

- to consider that tasks instructions are provided orally in a language that the learner knows and which is different from the target language; any common oral language can be used and a mediator may be needed
- to prepare in advance a kit with the materials needed for the administration of the tasks, as described below.

### Task 1 – Reading in a language that the learner knows



(Users turns in *italic*) *Can you read this?*

Showing two words and one short simple sentence on a familiar topic in the learner's first or second language.

Materials to be prepared in advance: a sheet with two words and a short simple sentence written in a language that the learner knows and which is different from the target language.

### Task 2 – Writing in a language that learner knows



(Users turns in *italic*) *Can you write XXX?*

Giving in the meantime a pen and a blank sheet (lined paper).

It is recommended to substitute the XXX above, according to the information collected during the interview (see Tool 1); e.g., if the interviewee lives in the host country with their children, users can ask them to write the name of the children; if they expressed an interest in cooking, users can ask them to write the names of their favourite dishes; if the interviewee is a music lover, users can ask them to write their favourite song or music genre, etc.

Materials to be prepared in advance: a pen and a blank sheet (lined paper).



### **Assessment criteria**

With specific regard to the assessment of Task 2, users are invited to take into account features such as: ability to hold a pen, pressure on paper, handwriting, writing direction, ability to write on the line, etc. It doesn't matter if users don't understand the meaning of words written.

### **Outcomes**

There are 2 possible outcomes as result of this first part:

1. The learner doesn't demonstrate any ability to read and/or write in any language presented. In this case the administration of this tool stops here and the learner is placed as LASLLIAM Level 1 in entrance with regard to written competences<sup>21</sup>
2. The learner demonstrates some ability to read and/or write in one of the languages presented. In this case, assessment proceeds to the administration of the second part.

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<sup>21</sup> For the actual placement in a given course, users are invited to take into account also the outcome of the first tool related to the oral competences.

## Second part

### Format

The second part provides four components (see the table below) structured according to the progression of difficulty of the tasks across the LASLLIAM scales (from Level 1 to Level 4). Such progression involves different aspects, such as texts features (vocabulary, length, etc.), task type and assessment techniques (e.g., matching items should not be used before Level 3; etc.) and layout (character dimension, space lines, etc.<sup>22</sup>). The overall duration related to the administration of all the components is maximum around one hour.

Where possible, it would be better to provide this second part as an individual activity (as per the first part, with a 1:1 administration). However, as an alternative, users can also use this second part as an activity involving more learners at the same time who are asked in any case to work alone.

Component no.	LASLLIAM level and related descriptors	Aim: to assess whether
1 (Tasks A)	Level 1 (descriptors for written skills at Level 1)	The learner has reached Level 1 (if not, the learner should be placed at Level 1)
2 (Tasks B)	Level 2 (descriptors for written skills at Level 2)	The learner has reached Level 2 (if not, the learner should be placed at Level 2)
3 (Tasks C)	Level 3 (descriptors for written skills at Level 3)	The learner has reached Level 3 (if not, the learner should be placed at Level 3)
4 (Tasks D)	Level 4 (descriptors for written skills at Level 4)	The learner has reached Level 4 (if not, the learner should be placed at Level 4)

As the table shows, each component collects information to determine if the learner's abilities can be described by one LASLLIAM level. Specifically:

- Each component assesses one LASLLIAM level; according to the learner's answers users have two options:
  1. to stop the assessment if the answers do not match the descriptors of the level being assessed. This means that the learner will be placed at that level, or
  2. to continue with the assessment of the next components; this means that the learner's abilities are above the level assessed and they will be placed at the level that best meets their learning needs.
- If the learner's abilities are above LASLLIAM Level 4, this means that the learner can attend a course based on CEFR Companion volume scales, most probably above A1. In this case other additional tasks based on CEFR levels are recommended to continue with the placement assessment to determine any higher level.

Each component has 3 tasks (one for each scale), always presented in the same order: Written reception, Written production and Written interaction, which is an integrated task involving both reading and writing.

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<sup>22</sup> According to different didactic traditions and to the different languages, adaptation can be provided, e.g. by using the CAPITAL letters, particularly with regard to the components related to LASLLIAM Level 1 and 2.

## Some guidelines

When using the second part of this tool, users are invited:

- to highlight to learners that the activity is not a formal exam and that only positive feedback will be provided to all;
- to reassure the learners, by giving instructions such as "you don't have to finish every task, you don't have to complete all the pages, please stop if the task becomes too difficult for you";
- to take into account that all task instructions can be reinforced, where needed, both by using the target language orally and by gestures; where needed, other different languages can be used orally, with the aim of allowing a summary of the instructions;
- to show appreciation during the activity for the efforts of the learners;
- to thank the learners at the end for the work they have done;
- to pay attention to graphical aspects related to the layout, as in the examples provided, where the input is facilitated by using a clear readable font, with adequate character size (e.g. 16 at least for the first component), and adequate line spacing (e.g. 2 at least for the first component);
- to bear in mind that it is usually necessary, as in the tasks' presented here, to adapt the input (e.g., in terms of grammar and vocabulary); this entails the partial loss of the requirement of text authenticity, and accordingly the extent to which priority is to be accorded to preserving the adequacy of the task also needs to be considered.

## First component – Tasks A (LASLIAM Level 1)



### *Task 1A- Written reception*

#### Overall scale descriptor

Can distinguish numerical from alphabetical information by recognizing some numbers and letters.

Look at the picture and underline<sup>23</sup>:

- the number you see
- the word street<sup>24</sup>



<sup>23</sup> Depending on the educational context and the language, the wording of the instruction could be adjusted, e.g. it may be more appropriate to replace “underline” with “mark” or “circle”.

<sup>24</sup> According to the language and to the context, adaptation can be provided, e.g. it could be more appropriate to replace the word “street” with the word “town”.







## Task 2A- Written production

### Overall scale descriptor

Can write a personally relevant word by copying.

Copy the 3 words<sup>25</sup>. See the example.

	house	house
	child	_____
	bus	_____
	dog	_____

<sup>25</sup> In translating this task in different languages, as well as for further replications of this task with the same format and different input, users are invited to select only short familiar words with a simple syllabic structure.



### **Task 3A- Written interaction**

#### **Overall scale descriptor**

Can give some basic personal information (e.g. own name, gender, nationality) by copying an example.

**Copy your name from a document you have.<sup>26</sup>**

**Name .....**

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<sup>26</sup> Users are invited to concretely clarify the prompt, writing their name on the blackboard or on paper by simulating to copy from a personal document (e.g. ID card) they have. Then, they should invite learners to do the same, so to take one document they receive by the country where it is present their name, as written in the target language. Once they have such document in front of them, they are invited to copy the name, according to the given task instruction.

## Second component – Tasks B (LASLIAM Level 2)



### Task 1B - Written reception

#### Overall scale descriptor

Can identify the topic of a short simple personally relevant text by reading practised words and using visual clues.

Read the sentence and draw a line to the correct picture. See the example.

Today there is a special price for fresh fruit.



In the pharmacy you can pay with your card.



The train is in the station.



Here you can find many types of bread.







## Task 2B - Written production

### Overall scale descriptor

Can make a note to themselves (e.g., word card for vocabulary learning) by writing practised words.

Write what you see in the picture. See the example.

	<p>cars</p> <hr/>
	<p>(Expected outcome<sup>27</sup>: house / home)<sup>28</sup></p> <hr/>
	<p>(Expected outcome: tree / forest /nature, sky blue)</p> <hr/>
	<p>(Expected outcome: children /kids /football /play grass/ball)</p> <hr/>

<sup>27</sup> In selecting the pictures, users are invited to consider practised short words with simple, highly frequent syllabic structure as the expected outcome.

<sup>28</sup> Every appropriate word related to the field is acceptable (it depends on where and with whom the person learned the target language).



**Task 3B - Written interaction**

**Overall scale descriptor**

Can fill in some personal data in a short simple form by using practised words.

Read the form and fill it out.

<h2>School inscription</h2>
<b>First name</b> .....
<b>Family name</b> .....
<b>Address</b> .....
<b>Phone number</b> .....
<b>Age</b> .....

### Third component – Tasks C (LASLLIAM Level 3)



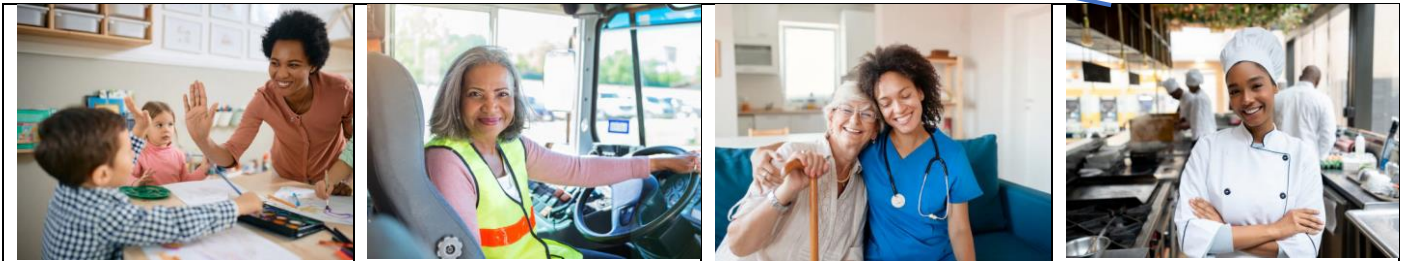
#### *Task 1C- Written reception*

#### Overall scale descriptor

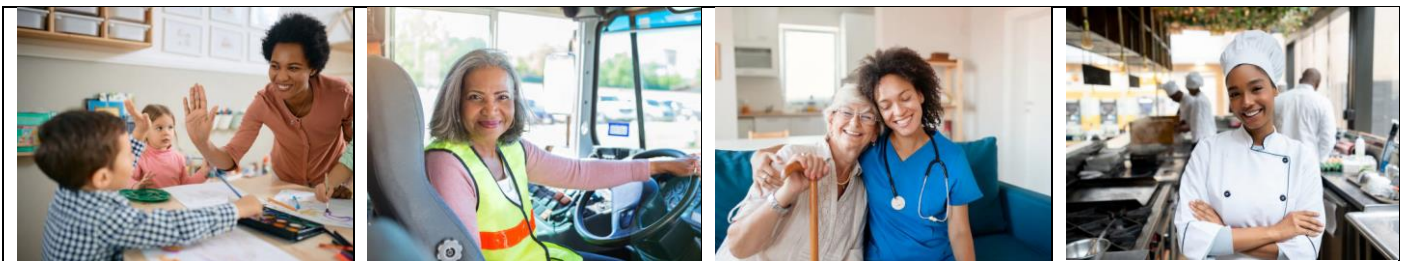
Can understand short simple sentences on familiar topics (even if there is an unknown word) by reading word by word and using visual clues.

Read the texts<sup>29</sup> and draw a line to the correct picture. See the example.

Ana often works late at night. She works as a cook at a restaurant.



Lemlem enjoys working with children. She works as a teacher in primary school.



<sup>29</sup> For further replications of this task with same format and different input, users are invited to select short and simple texts, with few sentences all with a simple syntactic structure.

Jessica helps old people. She works as a nurse.



Eva likes driving. She works as a bus driver.





## **Task 2C - Written production**

### **Overall scale descriptor**

Can give basic personal information (e.g., name, address, nationality), perhaps with the use of a dictionary.<sup>30</sup>

**Write a short presentation about yourself.**

**Start like this: “My name is ...”**

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<sup>30</sup> Descriptors in blue are taken from the CEFR Companion volume.



**Task 3C - Written interaction**

**Overall scale descriptor**

Can write and respond to short simple messages by using frequent words, and formulaic expressions.

**Answer to the message from your friend.**



**Start like this: "Hi..."**

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## Fourth component Tasks D – LASLLIAM Level 4



### Task 1D - Written reception

#### Overall scale descriptor

Can understand short simple texts on everyday topics, by reading phrase by phrase, using visual clues and knowledge of the topic.

Read the text and answer the questions below. See the example.

Trains to Rome leave every day from Florence's central station. Tickets cost 28 euros. You can buy tickets at the ticket office at the central station. The ticket office is in front of the bar and has a red door.

		Yes	No
1.	Do the trains leave from Florence?	X	
2.	Is the price of the train tickets 28 euros?		
3.	Is the ticket office behind the bar?		
4.	Is the door of the ticket office red?		



### Task 2D - Written production

#### Overall scale descriptor

Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.

Describe this room: the room where you are now.

Start like this: "In this room I see ..."

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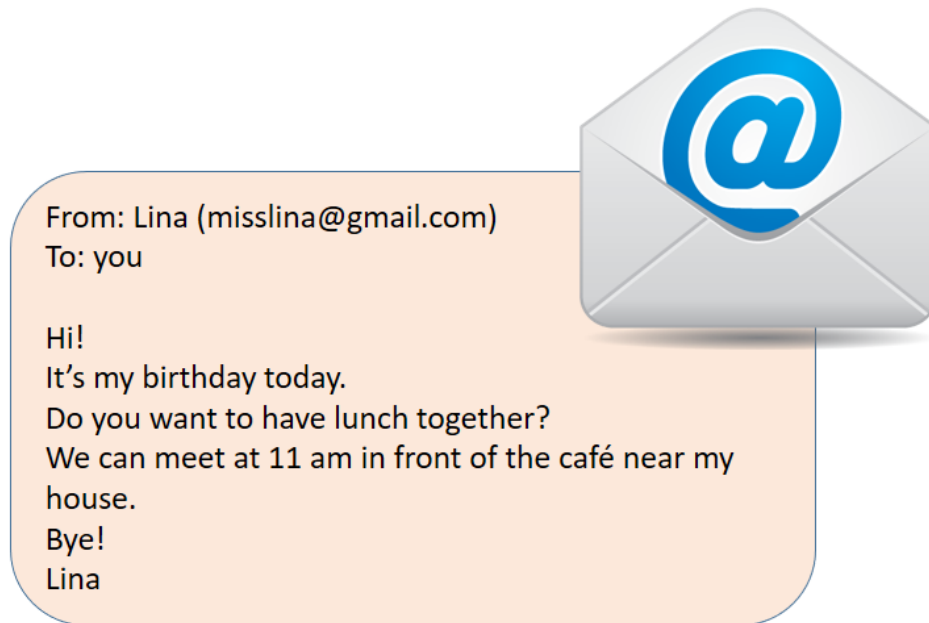


### Task 3D - Written interaction

#### Overall scale descriptor

Can write and respond to messages by using simple sentences and formulaic expressions.

Read the email from Lina.



Reply to Lina. Write a short e-mail. In the e-mail you should:

- thank her for the invitation
- tell her about your possible delay
- ask a question.

Start like this: "Hi Lina, ..."

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## Assessment criteria

Users are invited to refer:

- to the indications below for the marking of Written reception tasks (components 2, 3 and 4): one point for each item answered correctly; no negative score in case of an incorrect answer or answer not given. Taking into account the number of items, it means that for each written reception task there is a range of scores available from 0 to 3. With a score  $\geq 2$  the learner has achieved at least the LASLLIAM level corresponding to the one indicated by the related task.
- to the rating scale below for the rating of Written production and interaction.

### *Rating scale - Written production and Written interaction in the target language*

The descriptors in the table:

1. are presented in relation to the tasks provided, according to the considered LASLLIAM scales
2. are aimed to assign a LASLLIAM level for the most adequate placement at the beginning of the course (e.g., the descriptor below related to the column Level 3 describes the written competence of a learner who should start to attend a LASLLIAM Level 4 course; this means s/he is described as Level 3 in exit / Level 4 in entrance).



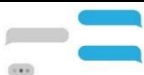
Level 1	Level 2	Level 3	Level 4
They can copy a familiar word and they can write his / her name.	They can partially complete the tasks, by using memorized formulaic expressions and practised short words.	They can complete almost all the tasks, by using formulaic expressions, short simple phrases and sentences with frequent words.	They can complete substantially all tasks, by using formulaic expressions, simple phrases, and sentences sometimes using a common connector.

The discriminating feature is that the written output is understandable. Any errors (e.g. grammar or spelling) should not be evaluated if they do not affect comprehension.

## Suggested outcome

According to LASLLIAM, the final outcome related to the use of the second part of this tool should allow the illustrative representation of the learners' profile, as in the diagram below, similar to CEFR Companion volume Figure 9 and to LASLLIAM Figure 8.

As the result of placement assessment, users are invited to highlight the learner's competence, often uneven, with a view to including profile diagrams (as in the example below) in the Language Portfolio of each learner.

Placement assessment			
LASLLIAM level	Communicative Language Activities		
	 WRITTEN RECEPTION	 WRITTEN PRODUCTION	 WRITTEN INTERACTION
LEVEL 4			
LEVEL 3			
LEVEL 2			
LEVEL 1			

As the diagram shows, the learner is placed on LASLLIAM Level 4 as far as Written reception is concerned, on LASLLIAM Level 2 as far as Written production is concerned and on LASLLIAM Level 3 regarding Written interaction. Similar uneven profile results would also be expected on the oral skills.

Usually, learners have higher proficiency in receptive skills, but very often it is not the case of LLAT target learners, who are characterised by their highest skill being related to the oral dimension, especially spoken interaction.

Considering again the same example above, and – in order to complete the picture – supposing the speaking skill is at least at LASLLIAM Level 4, the point is how to handle such uneven profile. In other words, in the case that different course levels are activated within the learning environment, where should users place the learner, according to his/her uneven profile? Although it is not possible to give a definitive answer, it could be useful to reflect on the following points, with the premise that users are invited to try to tailor the tuition as much as possible to the learner' needs:

- Generally, a focus on the lowest skill(s), could represent a good approach, as the main goal is often to fill any literacy and linguistic gap(s) that have emerged during the welcome phase.
- However, many other factors could be taken into account by users in making decisions as to where to place the learner and how to form a class. These factors can be internal, as well as external to the learner, e.g. age, gender, motivation, character, attitude, logistic constraints, family/work commitments, etc.

## Tool 3 – End-of-course overall assessment

**Aim: To help users in assessing the learners' competence in the target language at LASLLIAM Level 2.**

More specific aims are:

- A. to provide an example of an assessment tool designed for a single level of competence (i.e., a horizontal tool) and for all the skills in the target language.
- B. to present specifications for tasks that can be used for achievement assessment at the end of a course, here intended as the end of a segment within the ongoing learning process.
- C. to present the outcomes as a motivating profile (often uneven) within the context of an individual's needs-driven learning trajectory.

### LASLLIAM scales considered

All six LASLLIAM Overall scales related to Level 2, as follows:

- *Oral reception* – Overall scale
- *Oral production* – Overall scale
- *Oral interaction* – Overall scale
- *Written reception* – Overall scale
- *Written production* – Overall scale
- *Written interaction* – Overall scale

### Format

The proposed format includes six tasks, one for each Overall scale, for a total duration of around 20 minutes. In relation to such tasks, specifications are offered, i.e., a description of the characteristics of the task including what is tested, how it is tested, how it can be marked and how the results can be reported. For each skill to be measured, a number of attributes have been identified to be taken into account when developing each task:

- Overall scale descriptor (*LASLLIAM Level 2*)
- Task type (*multiple choice, matching, gap-filling exercise, extended writing, etc.*)
- No. of texts and text length (*for receptive skills: listening and reading*)
- No. of items<sup>31</sup> within each task (*for receptive skills: listening and reading*)
- Domain (*personal, public, educational, occupational*)
- Scenarios (*getting around, shopping, beginning to socialize, etc.*)
- Communicative function/s (*asking, getting information, offering, etc.*)
- Textual genre (*tickets, supermarket signs, advertising materials, etc.*)
- Time duration of the task
- Marking and rating procedures

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<sup>31</sup> "Each testing point in a test which is given a separate mark or marks. Example: one gap in a cloze test; one multiple-choice question with three or four options; [...]" (ALTE, 2011: 83).

According to the communicative language activities carried out during the course, users are invited to consider the possibility to focus on LASLLIAM Specific scales as well. This means that teachers and volunteers can make a selection taking into account the learners' needs; the result is the development of tasks related to categories, domains and themes already addressed during the course (see Tool 4).

### **Some guidelines**

The following are some points to bear in mind when using this tool. Users are invited:

- to present what is already addressed during the course, and avoid proposing new contents.
- to check the test literacy required, in terms of learners' familiarization with the task types proposed, as already covered earlier during the course.
- to use a language adequately at LASLLIAM Level 2:
  - in tasks related to the oral dimension; this means e.g., that the speech must be very slow, carefully articulated, with long pauses; prosody and pronunciation must be close to the pronunciation in the geographical area where the learner lives; background noises and other disturbances must be limited
  - in tasks related to the written dimension: this means e.g., that the text's words must have a simple syllabic structure.
- to consider, as a general rule, that it is almost always necessary to simplify the input (e.g., in terms of grammar and vocabulary); this entails the partial loss of the essential requirement of text authenticity, so to what extent the priority is to preserve the adequacy and the sustainability of the task also needs to be considered to provide a layout adequate at LASLLIAM Level 2: standard and well readable font, no italics, with a font size not less than 14 and a line spacing not less than 1.5.
- to provide an informative report:
  - describing uneven profiles that may arise from the administration of this tool
  - expressing the representation of such profiles always in an affirmative and positive formulation, according to the wording "can do X"
  - including the outcome proposed at the end of this tool.

Below is a list of proposed tasks specifications. The tables can be used as examples, with a recommendation to adapt them according to the contents developed during the course in which the tool is used.

Overall Oral reception	
<b>Overall scale descriptor</b>	Can pick out isolated pieces of information and frequent social formulas (e.g., greetings) by recognizing familiar words and expressions in a short simple speech.
<b>Task type</b>	Multiple choice with three visual options (pictures) and one short spoken sentence as prompt
<b>No. of texts and text length</b>	5 texts (in total around 20 / 25 words) <sup>32</sup>
<b>No. of items</b>	5 (1 item for each text)
<b>Domain</b>	Personal, public, educational
<b>Scenario</b>	Starting to socialize, getting around
<b>Communicative function(s)</b>	Recognizing the situation and getting information
<b>Textual genre</b>	Forecasts, speech (e.g., short weather forecast audio or video – 3 simple pictures of weather; congratulations for your birthday – 3 pictures of personal situations)
<b>Task duration</b>	3 minutes
<b>Marking procedures</b>	1 point for each item answered correctly, in total 5 points; no negative score in case of incorrect answer or answer not given

Overall Written reception	
<b>Overall scale descriptor</b>	Can identify the topic of a short simple personally relevant text by reading practised words and using visual clues.
	Can find numerical information (e.g., phone number, price, weight) by reading practised words, symbols or abbreviations (e.g., €, £, kg, m)
<b>Task type</b>	Multiple choice with three options (information about time, place, cost or kind of event) and one short written sentence as prompt <sup>33</sup>
<b>No. of texts and text length</b>	5 texts (in total around 20/25 words)
<b>No. of items</b>	5 (1 item for each text)
<b>Domain</b>	Personal, public, educational
<b>Scenario</b>	Buying, using the health services, using postal and banking services
<b>Communicative function(s)</b>	Identifying topics, finding information
<b>Textual genre</b>	Advertising, invitation, short messages (e.g., a short message by a doctor)
<b>Task duration</b>	5 minutes
<b>Marking procedures</b>	1 point for each item answered correctly, in total 5 points; no negative score in case of incorrect answer or answer not given

<sup>32</sup> For concrete examples related to the use/application of the assessment technique, please refer to Tool 4.

<sup>33</sup> For concrete examples related to the use/application of the task type, please refer to Tool 2, LASLIAM level 2, Task 1.

<b>Overall Oral production</b>	
<b>Overall scale descriptor</b>	Can produce a turn (e.g., giving a simple instruction) by using familiar words or phrases.
<b>Task type</b>	Monologue – Giving simple instructions to a friend (e.g., time and place of appointment)
<b>Domain</b>	Personal, public, educational
<b>Scenario</b>	Getting around, shopping
<b>Communicative function(s)</b>	Greeting, giving instructions, describing
<b>Textual genre</b>	Voice message
<b>Task duration</b>	Around one minute
<b>Rating procedures</b>	According to descriptors of a rating scale (see Tool 1)

<b>Overall Oral interaction</b>	
<b>Overall scale descriptor</b>	Can answer simple questions (e.g., for personally relevant information) by using familiar words, phrases or memorized formulaic expressions.
<b>Task type</b>	Short questions / cues related to a communicative situation (with pictures for contextualisation e.g., picture of someone buying something)
<b>Domain</b>	Personal, public or educational
<b>Scenario</b>	Getting food, shopping
<b>Communicative function(s)</b>	Responding to a request for information
<b>Textual genre</b>	Voice message
<b>Task's duration</b>	Around one minute
<b>Rating procedures</b>	According to descriptors of a rating scale (see Tool 1)

<b>Overall Written production</b>	
<b>Overall scale descriptor</b>	Can make a note to themselves (e.g., word card for vocabulary learning) by writing practised words.
<b>Task type</b>	Extended writing elicited by asking to complete flashcards related to familiar objects, writing a short and practised word with a highly frequent syllabic structure under 4 pictures <sup>34</sup>
<b>Domain</b>	Personal, public, educational
<b>Scenario</b>	Getting food, shopping, school and children
<b>Communicative function(s)</b>	Describing
<b>Textual genre</b>	Notes
<b>Task's duration</b>	3 minutes (no. words: 4)
<b>Rating procedures</b>	According to descriptors of a rating scale (see Tool 2)

<b>Overall Written interaction</b>	
<b>Overall scale descriptor</b>	Can fill in some personal data in a short simple form by using practised words.
<b>Task type</b>	Log in with some personal data (around 5 / 6 data) <sup>35</sup>
<b>Domain</b>	Personal, public, educational
<b>Scenario</b>	Personal information
<b>Communicative function(s)</b>	Giving personal information
<b>Textual genre</b>	Form
<b>Task's duration</b>	4 minutes
<b>Rating procedures</b>	According to descriptors of a rating scale (see Tool 2)

<sup>34</sup> For concrete examples related to the use/application of the task type, please refer to Tool 2, LASLLIAM level 2, Task 2.







<sup>35</sup> For concrete examples related to the use/application of the task type, please refer to Tool 2, LASLLIAM level 2, Task 3.

## Suggested outcome

In the perspective adopted by LASLLIAM, the final outcome of achievement assessment should allow the illustrative representation of the learner's profile, as in the diagram below, similar to CEFR Companion volume Figure 9 and to LASLLIAM Figure 8.

Users are invited to highlight the learner's competence, often uneven, with the aim of inserting diagrams such as that below in the Language Portfolio of each learner, both as part of the Language Biography and as documentation within the Language Dossier.

In this latter case in particular, the added value of such representation has to be considered in relation to the mobility of migrants. In effect, the presence of a common format adopted by different providers can sustain the mutual recognition of segments within the ongoing learning process which may occur at diverse places or phases (see LASLLIAM 6.3).

LEARNING GOALS ACHIEVED						
LASLLIAM level	Communicative Language Activities					
	 ORAL RECEPTION	 ORAL PRODUCTION	 ORAL INTERACTION	 WRITTEN RECEPTION	 WRITTEN PRODUCTION	 WRITTEN INTERACTION
LEVEL 4						
LEVEL 3						
LEVEL 2						
LEVEL 1						

As the diagram illustrates, the learner has achieved LASLLIAM Level 2 for Oral reception and Written reception skills. This means that they can pick out isolated pieces of information and frequent social formulae by recognising familiar words and expressions in short simple speech, and can identify the topic of a short simple personally relevant text by reading practised words and using visual clues; and can find numerical information (e.g., phone number, price, weight) by reading practised words.

With regard to Oral production and interaction skills, the learner is at LASLLIAM Level 3, in that they can produce a turn in a familiar context by using short simple sentences and phrases with frequently occurring words. In addition, they can ask and answer questions about themselves and daily routines using short, formulaic expressions and relying on gestures to reinforce the information, and can interact in a familiar context by using short simple sentences and phrases with frequently occurring words.

Finally, the learner meets LASLLIAM Level 1 for Written production and interaction skills, whereby they can give some basic personal information (e.g., own name, gender, nationality) by copying an example and can write personally relevant words by copying.



## Tool 4 –End-of-course specific assessment

### *Written reception*

**Aim: To help users in assessing the learners' reading competence at LASLLIAM Level 3.**

More specific aims are:

- A. to support assessment for learning at the end of a course (also possibly to reflect on progress at particular points/stages in the learning process), here intended as the end of a segment within the ongoing learning process.
- A. to highlight the horizontal progress of the learners at a particular level, by focusing on one specific skill and taking into account all the categories related to such a skill; this means that all five kinds of reading, also proposed in the CEFR Companion volume, are considered (see LASLLIAM 6.1.3).
- B. to provide examples of different task types across the four domains.
- C. to offer examples of adequate input in terms of language and layout, as well as appropriateness of contents (see Introduction).
- D. to show how it is possible to refer to the examples of language use in the different domains, as embedded in LASLLIAM Specific scales.
- E. to present the outcomes as a motivating profile (often uneven) within the context of an individual's needs-driven learning trajectory.

#### **LASLLIAM scales considered**

All the LASLLIAM Specific scales related to Written reception are considered, as follows:

- *Reading correspondence* – Specific scale
- *Reading for orientation* – Specific scale
- *Reading for information* – Specific scale
- *Reading instructions* – Specific scale
- *Reading as a leisure activity* – Specific scale

#### **Format**

The tool offers five different tasks based on LASLLIAM Level 3, including a template with the task's specifications (see Tool 3). One task for each of the considered Specific scales is provided, covering all four domains.

Taking into account the target level, the tasks are a mixture of text-based items and text + picture items.

#### **Some guidelines**

The following are some points to bear in mind when using this tool. Users are invited:

- to give feedback to the learners in the form of a document with a simple description of the scale in their first language and in the target language, which they can add to their Portfolio. When collecting the documents from different levels and domains, these will add up to an individual and therefore most probably uneven profile. This can be done also for skills of listening, writing and speaking.

- to follow the examples of this tool for the development of new tasks, bearing in mind that:
  - categories, domains, themes, communicative situations and vocabulary addressed by the tasks:
    - in general, should always be appropriate in relation to the context and to the country where the learning takes place;
    - in particular, should always reflect the contents of the course. It is important to highlight that every assessment tool based on LASLLIAM is intended as part of the learning process, according to a continuous assessment approach.
  - the task types (including instruction) should always reflect those already presented during the course, in order to sustain the test literacy (see Tool 3).
  - for every new task type a sample item should be provided to show learners how to respond (e.g., marking, drawing a line).
  - normally, as in the wording of the tasks presented here, it is necessary to adapt the input (e.g. in terms of grammar and vocabulary); this entails the partial loss of the essential requirement of text authenticity, and accordingly it is necessary to consider to what extent the priority is to preserve the adequacy and the sustainability of the task.

## Task type 1 – Occupational domain

### Scale for Reading correspondence

		Personal	Public	Occupational	Educational
3	Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location. <sup>36</sup>	e.g., invitation to birthday party, wedding party or burial ('The burial is on April 21 at 11:00')	e.g., invitation to a medical consultation or administrative service	e.g., invitation to a team meeting or company outing	e.g., invitation to a joint presentation or school activity of children; as a possible classroom simulation
	Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room', provided there are no abbreviations.	e.g., simple notes and text messages from a friend ('See you at ten' or 'I am on the way')	e.g., simple notes from administration ('Please register at the service counter')	e.g., simple notes and text messages from colleague ('I am in room 24' or 'lunch at 13.00?')	e.g., simple notes and text messages from teachers and peers ('Study p.20 for Tuesday' or 'I'll bring your book next week')

### Template for task type 1

Reading correspondence	
<b>Specific scale descriptor(s)</b>	Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room', provided there are no abbreviations.
<b>Task type</b>	Multiple-choice with three options and one prompt
<b>No. of texts and text length</b>	3 texts (in total 30-35 words)
<b>No. of items</b>	3 (1 item for each text)
<b>Domain</b>	Occupational
<b>Scenario</b>	Communicating at the place of work
<b>Communicative function(s)</b>	Recognising information
<b>Textual genre</b>	Short message
<b>Task duration</b>	5 minutes
<b>Marking procedures</b>	1 point for each item answered correctly, in total 3 points; no negative score in case of incorrect answer or answer not given

<sup>36</sup> In blue the descriptors taken from CEFR Companion volume.



Choose the correct answer. See the example.

1) SMS to a colleague:

Lucy informs that:

**X a)** she arrives in half an hour

b) her car is not working

c) there is no traffic

I'm late because of the traffic.

I arrive in 30 minutes.

Lucy

2) Message at work:

When is Tom back at work:

a) 12:00

b) 13:00

c) 14:00

I'm back at two o'clock.

See you later.

Tom

3) E-mail before a meeting:

What do you do?

- a) You eat something
- b) You go shopping
- c) You cook something

Hello!

Can you go and buy some fruit for the meeting?

Thank you! 😊

4) Message on your desk:

What do you do?

- a) You talk to Tina on the phone.
- b) You go to Tina's room.
- c) You write Tina an e-mail.

Please call Tina.

She wants to speak to you.

---

**Keys**

2) / c

3) / b

4) / a

## Task type 2 – Public domain

### Scale for Reading for orientation







		Personal	Public	Occupational	Educational
3	Can understand simple everyday signs such as 'Parking', 'Station', 'Dining room', 'No smoking', etc.	e.g., on food or medicine package (due date; 'take with water')	e.g., warning or traffic signs ('Caution: wet floor', 'One way')	e.g., warning signs or directions ('High voltage', 'Emergency exit')	e.g., warning signs or directions ('No mobile phones', school office')
	Can find information about places, times and prices on posters, flyers and notices.	e.g., in alphabetically organized personal directories; date and time in TV-guide; place, time and date of private event	e.g., in sale information; on posters on open days, programmes or events at library, cinema or community centre	e.g., in work schedule; main items in job vacancy (e.g., working days)	e.g., lessons in timetable; pricelist of cafeteria; notice on costs of after-school child care

### Template task type 2

Reading for orientation	
Specific scale descriptor(s)	Can understand simple everyday signs such as 'Parking', 'Station', 'Dining room', 'No smoking', etc.
Task type	Matching
No. of texts and text length	4 text prompts (in total 20-25 words)
No. of items	4 (5 signs and 4 text prompts)
Domain	Public
Scenario	Getting around
Communicative function(s)	Understanding simple public signs
Textual genre	Illustrations and ads
Task duration	3 minutes
Marking procedures	1 point for each item answered correctly, in total 4 points; no negative score in case of incorrect answer or answer not given



Match the information notes and signs. See the example. One sign does not fit.

Waiting area: take a seat.	
The restaurant is open.	
No cycling in the park.	
Beware of the dog!	
No smoking area.	
	

### Task type 3 – Personal domain

#### Scale for Reading for information

		Personal	Public	Occupational	Educational
3	Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	e.g., posting of a friend about an upcoming wedding party	e.g., information box of community centre; service menu of laundry, car wash or food delivery	e.g., catalogue with merchandise ('Buy one, get one for free')	e.g., information about an upcoming school event; as a classroom simulation

#### Template task type 3

Reading for information	
<b>Specific scale descriptor(s)</b>	Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.
<b>Task type</b>	Multiple-choice with three visual options (pictures) and one text prompt
<b>No. of texts and text length</b>	1 (8-10 words)
<b>No. of items</b>	1
<b>Domain</b>	Personal
<b>Scenario</b>	Getting food, beginning to use the media, buying
<b>Communicative function(s)</b>	Getting information
<b>Textual genre</b>	Message on a social media account (Instagram, Facebook) with a photo
<b>Task's duration</b>	2 minutes
<b>Marking procedures</b>	1 point for each item answered correctly, in total 1 point; no negative score in case of incorrect answer or answer not given





Read the message on the Smartphone and draw a line to the correct picture.



## Task type 4 – Educational domain

### Scale for Reading instructions

		Personal	Public	Occupational	Educational
3	Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking', 'No food or drink', etc., especially if there are illustrations.	e.g., safety instructions on cleaning products; basic personalised instructions on medicine	e.g., safety and politeness instructions in parks and public spaces ('Swim in safe area only'; 'No garbage, please')	e.g., safety and health instructions ('Wear gloves'; 'Keep locked all the time')	e.g., familiar textbook (or online) instructions ('Answer the questions'; 'Fill in the blanks'); instructions about child's lunch box
	Can understand personally relevant simple directions presented in visual format with frequent words and practised phrases.	e.g., route directions to a friend's house	e.g., route directions in hospital or railway station	e.g., route directions to cafeteria or parking place	e.g., route directions to book store or office

### Template task type 4

Reading instructions	
Specific scale descriptor(s)	Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking', 'No food or drink', etc., especially if there are illustrations.
Task type	Multiple choice with three visual options (pictures) and one text prompt
No. of texts and text length	1 text (30-35 words)
No. of items	1
Domain	Educational
Scenario	School and children
Communicative function(s)	Understanding instructions
Textual genre	Short letter from a school / kindergarten
Task duration	5 minutes
Marking procedures	1 point each item answered correctly, in total 1 point; no negative score in case of incorrect answer or answer not given



Read the note from the teacher. Then, answer the question and choose the correct picture. Underline the number of the correct picture.

Dear parents,

Tomorrow is the book day, and we are going to the library after lunch!

Please give your child 3 euros for the bus.

Teacher Mary

What do children need to bring to school tomorrow?

1



2



3



---

Key

2

## Task type 5 – Personal domain

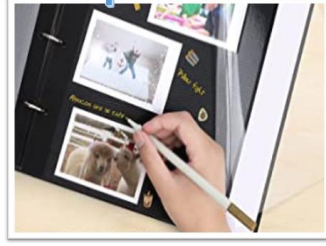
### Scale for Reading as a leisure activity

		Personal	Public	Occupational	Educational
3	Can understand short, illustrated narratives on contextualized topics that are written in orthographically simple words.	e.g., short narrative about an event (sports, wedding, concert)	Not applicable	Not applicable	e.g., short photo story produced by classmates or children's teacher

### Template task type 5

Reading as a leisure activity	
<b>Specific scale descriptor(s)</b>	Can understand short, illustrated narratives on contextualized topics that are written in orthographically simple words.
<b>Task type</b>	Putting six pictures in the right order and matching short descriptions to each picture
<b>No. of texts and text length</b>	6 text prompts (35-40 words)
<b>No. of items</b>	5 + 1 sample item
<b>Domain</b>	Personal
<b>Scenario</b>	Living in the new country
<b>Communicative function(s)</b>	Understanding narratives
<b>Textual genre</b>	Picture story
<b>Task duration</b>	7 minutes
<b>Marking procedures</b>	1 point each item answered correctly, in total 5 points; no negative score in case of incorrect answer or answer not given







## Mike's photo album



Look at the pictures below from Mike's photo album. He describes each picture with a short text. Read the texts from 1 to 6 and put the pictures in the order of the sentences.

See the example: the picture with 1 is already correct.

1. April 2015, just after my arrival: a walk in the town center.
2. First months in the new country: at school to learn the new language.
3. Spring 2016- I am in the city with my new bike.
4. After 3 years, I have a job in the hospital ☺
5. Summer 2019 – Lots of people at Sara's party!
6. My new apartment where I live since 2020.


<p>_____</p> 	<p>_____</p> 	<p>_____</p> 
<p>_____</p> 	<p><u>1</u></p> 	<p>_____</p> 

Keys: 4 – 6 – 2 – 5 – 1- 3

### Suggested outcome

According to LASLLIAM, the final outcome of achievement assessment should allow the illustrative representation of the learners' profile, as in the diagram below, similar to CEFR Companion volume Figure 9 and to LASLLIAM Figure 8.

Users are invited to highlight the learner's competence, often uneven, with the aim of inserting diagrams similar to the one below in the Language Portfolio of each learner.

LEARNING GOALS ACHIEVED					
LASLLIAM level	Communicative Language Activities				
	 Written reception				
	READING CORRESPONDENCE	READING FOR ORIENTATION	READING FOR INFORMATION	READING INSTRUCTIONS	READING AS A LEISURE ACTIVITY
LEVEL 4					
LEVEL 3					
LEVEL 2					
LEVEL 1					

The diagram presents an example of a learner's evolving competence, showing an uneven profile across the different reading skills; it means that according to the five categories of Written reception the learner achieves LASLLIAM Level 3 for Reading correspondence, Reading for orientation and Reading for information. With regard to Reading instructions and Reading as a leisure activity they achieve Level 2. More detailed feedback to the learner can include another diagram, e.g., referring to the different competence levels across the four domains, as another outcome of the administration of this tool (for an example see LASLLIAM Figure 9).

## **Appendix A – Tool 2 (second part): version for the learner**

## Tasks A



### Task 1A

Look at the picture and underline:

- the number you see
- street











**Task 2A**

**Copy the 3 words. See the example.**

	house	house
	child	<hr/>
	bus	<hr/>
	dog	<hr/>



**Task 3A**

**Copy your name from a document you have.**

**Name .....**

## Tasks B



### Task 1B

Read the sentence and draw a line to the right picture. See the example.

Today there is a special price for fresh fruit.



In the pharmacy you can pay with your card.



The train is in the station.



Here you can find many types of bread.





**Task 2B**

**Write what you see in the picture. See the example.**



cars

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**Task 3B**

Read the form and fill it out.

<p style="text-align: center;"><b>School inscription</b></p> <p><b>First name</b> .....</p> <p><b>Family name</b> .....</p> <p><b>Address</b> .....</p> <p><b>Phone number</b> .....</p> <p><b>Age</b> .....</p>
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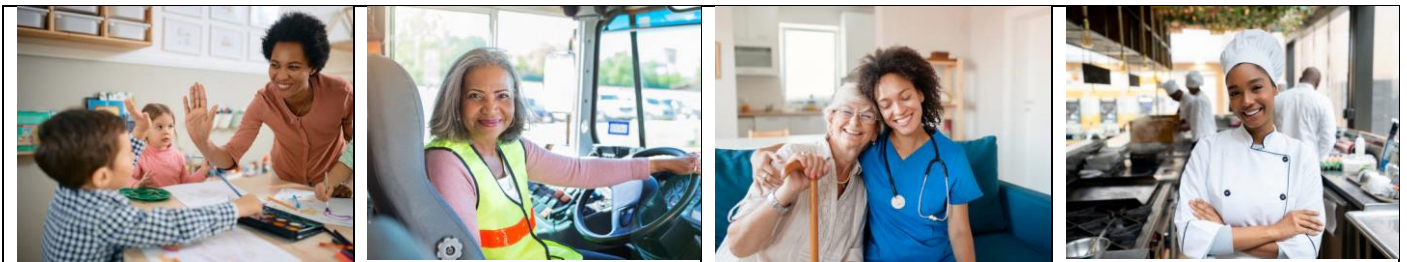
## Tasks C



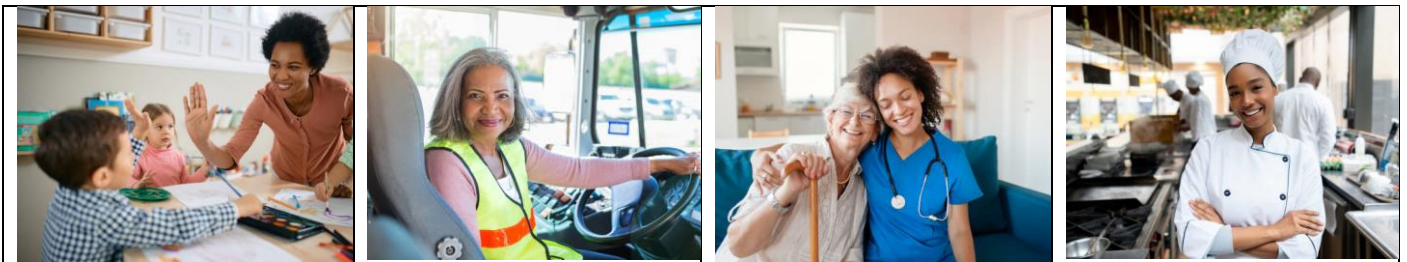
### Task 1C

Read the texts and draw a line to the right picture. See the example.

Ana often works late at night. She works as a cook at a restaurant.



Lemlem enjoys working with children. She works as a teacher in primary school.



Jessica helps old people. She works as a nurse.



Eva likes driving. She works as a bus driver.







**Task 2C**

**Write a short presentation about yourself.**

**Start like this: "My name is ..."**

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**Task 3C**

**Answer to the message from your friend.**



**Start like this: "Hi..."**

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## Tasks D



### Task 1D

Read the text and answer the questions below. See the example.

Trains to Rome leave every day from Florence's central station. Tickets cost 28 euros. You can buy tickets at the ticket office at the central station. The ticket office is in front of the bar and has a red door.

		Yes	No
1.	Do the trains leave from Florence?	X	
2.	Is the price of the train tickets 28 euros?		
3.	Is the ticket office behind the bar?		
4.	Is the door of the ticket office red?		



### Task 2D

Describe this room: the room where you are now.

Start like this: "In this room I see ..."

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### Task 3D

Read the email from Lina.



From: Lina (misslina@gmail.com)

To: you

Hi!

It's my birthday today.

Do you want to have lunch together?

We can meet at 11 am in front of the café near my house.

Bye!

Lina

Reply to Lina. Write a short e-mail. In the e-mail you should:

- thank her for the invitation
- tell her about your possible delay
- ask a question.

Start like this: "Hi Lina, ..."

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## **Appendix B – Tool 4: version for the learner**



Choose the correct answer. See the example.

1) SMS to a colleague:

Lucy informs that:

**X a)** she arrives in half an hour

b) her car is not working

c) there is no traffic

I'm late because of the traffic.

I arrive in 30 minutes.

Lucy

2) Message at work:

When is Tom back at work:

a) 12:00

b) 13:00

c) 14:00

I'm back at two o'clock.

See you later.

Tom

3) E-mail before a meeting:

What do you do?

- a) You eat something
- b) You go shopping
- c) You cook something

Hello!

Can you go and buy some fruit for the meeting?

Thank you! 😊

4) Message on your desk:

What do you do?







- a) You talk to Tina on the phone.
- b) You go to Tina's room.
- c) You write Tina an e-mail.

Please call Tina.

She wants to speak to you.



Match the information notes and signs. See the example. One sign does not fit.

Waiting area: take a seat.	
The restaurant is open.	
No cycling in the park.	
Beware of the dog!	
No smoking area.	
	





Read the message on the Smartphone and draw a line to the correct picture.





Read the note from the teacher. Then, answer the question and choose the correct picture. Underline the number of the correct picture.

Dear parents,

Tomorrow is the book day, and we are going to the library after lunch!

Please give your child 3 euros for the bus.

Teacher Mary

What do children need to bring to school tomorrow?

1



2



3








## Mike's photo album



Look at the pictures below from Mike's photo album. He describes each picture with a short text. Read the texts from 1 to 6 and put the pictures in the order of the sentences.

See the example: the picture with 1 is already correct.

1. April 2015, just after my arrival: a walk in the town center.
2. First months in the new country: at school to learn the new language.
3. Spring 2016- I am in the city with my new bike.
4. After 3 years, I have a job in the hospital ☺
5. Summer 2019 – Lots of people at Sara's party!
6. My new apartment where I live since 2020.

<hr/> 	<hr/> 	<hr/> 
<hr/> 	<hr/> <u>1</u> 	<hr/> 