

LAMI – LASLLIAM Vurderingsverktøy

Language Policy Programme
Strasbourg



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The LAMI contributors wish to thank the ALTE Secretariat in the persons of Nick Saville, Mariangela Marulli and Graham Seed for the constant collaboration and John Savage (Cambridge University Press & Assessment) for the proofreading of the English version.

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.

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Contents

Introduction to the LAMI-LASLLIAM assessment tools	4
Tool 1 – Needs analysis and placement (oral skills)	6
Tool 2- Literacy profile and placement (written skills)	15
Tool 3 - End of course overall assessment	35
Tool 4 –End of course specific assessment (written reception)	41
Appendix A – Tool 2 (second part) version for the learner	55
Appendix B – Tool 4 version for the learner	69

Dette dokumentet inneholder tekst på engelsk, mens selve verktøyene/oppgavene til bruk for å kartlegge innlærere, er oversatt til norsk (bokmål). Disse finner du på side 9-11, side 14 og på side 54-72. To av verktøyene er altså å finne i selve teksten, mens to finnes i vedlegget til slutt.

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)¹ 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 LAMI² action plan 2021-2023³, 19 LAMI members, from 13 ALTE institutions⁴, 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 represented⁵. 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 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).

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

² <https://www.alte.org/LAMI-SIG>

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

⁴ 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

⁵ Czech, Dutch, English, Esperanto, German, Greek, Italian, Norwegian, Portuguese, Romanian, Slovenian, Spanish

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 Toolkit⁶, partially adapted for the context and needs of the target learners⁷.

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, 2020⁸).
- 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 Portfolio⁹, with particular regard to the Language Biography, acknowledging and valuing the plurilingual repertoire of the individual.
- 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.

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

⁷ 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.

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

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

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 carefully¹⁰.
- 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 tools¹¹.

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 descriptors¹², followed by the proposal of a suggested outcome.

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

¹¹ In printing the tools, it would be important to provide colour images.

¹² 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 communication¹³;
- 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.

¹³ Including the suggested use of an informal register.



DEL	HVA	HVORDAN (spørsmål)	LASLLIAM NIVÅ
0	Hilsen + standard fremgangsmåte	<i>Hallo. Vent på svaret. Først, velkommen! Jeg ønsker å snakke med deg for å bli bedre kjent med deg, ok? Jeg heter ... (navn). Jeg kommer fra ... (land). Snakker du norsk?/ Forstår du norsk?</i>	Nivå 1 (for eksempel "Hallo", "God morgen".) Nivå 1 (for eksempel, "Ja".)
<p>Dersom innlæreren ikke forstår spørsmålene, fortsett behovsanalysen på et annet språk eller med en tolk og gjennomfør alle delene (1–8). Med utgangspunkt i formålet med kartleggingen (muntlige ferdigheter) betyr det at innlæreren er nybegynner, i det minste i muntlig kommunikasjon. Ifølge LASLLIAM-skalaen har ikke innlæreren oppnådd LASLLIAM nivå 1. Hvis videre kartlegging (skriftlig resepsjon og produksjon, se verktøy 2), viser at innlæreren er skriftkyndig, skal begynnernivået bestemmes ut fra nivåene i Det felles europeiske rammeverket, utvidet versjon (Udir, 2022) som passer best til en skriftkyndig nybegynner.</p> <p>Dersom innlæreren forstår spørsmålene, fortsett på norsk så langt det lar seg gjøre og plasser innlæreren ved å bruke både retningslinjene i kolonnen til høyre og vurderingsskalaen under denne tabellen.</p> <p>I tilfelle det blir økende vanskeligheter for innlæreren med å forstå norsk, må alle delene gjennomføres ved å bruke et felles språk for å dekke behovsanalysens formål.</p>			
1	Navn	<i>Så, jeg heter ... (navn), Mitt navn er...</i>	Nivå 1 – bare navnet Nivå 2 – (for eksempel, "Mitt navn er [navn]").)
	Hjemland	<i>Jeg kommer fra ... (land). Hvor kommer du fra?</i>	Nivå 1 – bare navn på land (for eksempel, "Jeg Syria".) Nivå 2 – (for eksempel, "Fra Syria".) Nivå 3 – (for eksempel, "Jeg kommer fra Syria".)
2	Førstespråk	<i>Jeg snakker norsk. Hvilke språk snakker dere i ... (hjemland)?</i>	Nivå 1 – bare navn på språk (for eksempel, "Pashto".) Nivå 2 – kjente ord (for eksempel, "Snakker Pashto".) Nivå 3 – korte, enkle setninger og fraser med frekvente ord (for eksempel, "Jeg snakker Pashto".)
	Andre språk	<i>Jeg snakker ... (engelsk, fransk og vietnamesisk). Snakker du andre språk? Hvilke andre språk snakker du?</i>	Nivå 1 – navn(ene) på språk(ene) (for eksempel, "engelsk, fransk".) Nivå 2 – kjente ord og innøvde uttrykk

			Nivå 3 – (for eksempel, “Jeg snakker engelsk og fransk”.) Nivå 4 - enkle setninger og fraser/gir noen detaljer (for eksempel, “Jeg snakker engelsk veldig godt”.)
	Utdannings bakgrunn	<p><i>Har du gått på skole i (hjemland)?</i> Viser bilder og bruker kroppsspråk til å uttrykke fortid.</p> <p><i>Hvor lenge gikk du på skole? Hvor mange år har du gått på skole?</i> Viser år med fingrene.</p>	<p>Nivå 1 – bare “ja/nei” og antall år</p> <p>Nivå 2 – kjente ord og innøvde uttrykk</p> <p>Nivå 3 – korte, enkle setninger og fraser med frekvente ord</p> <p>Nivå 4 - enkle setninger og fraser (for eksempel, “Ja, jeg gikk på skole i 5 år”.)</p>
3	Jobb/ arbeids- erfaring	<p><i>Jeg er lærer.</i> Viser et bilde.</p> <p><i>Hva gjør du?</i></p> <p><i>Nå er jeg lærer, men tidligere har jeg hatt forskjellige jobber. Hva med deg?</i> Viser bilder av forskjellige yrker.</p>	<p>Nivå 1 – bare navn på jobben</p> <p>Nivå 2 – (for eksempel, “Jobben min er [navn]”.)</p> <p>Nivå 3 – korte, enkle setninger og fraser med frekvente ord</p> <p>Nivå 4 – (for eksempel, “Jeg er sykepleier. Jeg jobber på sykehuset.”)</p>
4	Bosted og fellesskap	<p><i>Hvor lenge har du vært i Norge?</i></p> <p><i>Jeg bor i ... (navnet på byen/området dere er i nå). Hvor i Norge bor du nå?</i> Hinter frem til by eller område.</p> <p><i>Er du i (Norge eller by/område) alene? Hvis ikke: Hvem bor sammen med deg?</i> Viser bilder.</p>	<p>Nivå 1 – bare navnet på by/ område / person / type boform</p> <p>Nivå 1 – (for eksempel ja)</p> <p>Nivå 2 – kjente ord og innøvde uttrykk (for eksempel, “Med min familie”.)</p> <p>Nivå 3 – (for eksempel, “Nei, jeg bor med min familie”.)</p> <p>Nivå 4 - (for eksempel, “Jeg bor i en leilighet med to venner”.)</p>
5	Fritid	<p><i>Kan du fortelle meg litt om dagen din? Hver dag går jeg jobb om morgenen? Hva gjør du vanligvis nå i Norge?</i></p> <p><i>Når jeg ikke jobber, liker jeg å treffe venner og å se på TV. Hva med deg? Hva liker du å gjøre?</i></p>	<p>Nivå 3 – (for eksempel, “Jeg jobber hele dagen”.)</p> <p>Nivå 4 – enkle setninger og fraser/ gir noen detaljer / bruker noen ganger en forbindelse (for eksempel, “Jeg jobber om morgenen og i lunsjen hjemme”.)</p> <p>Nivå 4 - (for eksempel, “Jeg liker å trene”.)</p>

Når nivået har blitt kartlagt, skal likevel delene 6-8 gjennomføres på norsk eller på et annet språk for å oppfylle formålet til behovsanalysen.

6	Personlige mål i Norge	<p><i>Ønsker du å bo her i en kort periode eller over lengre tid?</i></p> <p><i>Hva ønsker du å gjøre i Norge?</i></p> <p><i>Ønsker du å (jobbe, få venner, studere, gå på skole ...)?</i></p> <p>Hvis personen ikke ønsker å bli i Norge, fortsett fra del 8.</p>	Kun for behovsanalyse
7	Læringsmål i norsk	<p><i>Ønsker du å lære norsk? Hvis ja: Hva vil du bruke norsk til/Hvorfor vil du lære norsk?</i></p> <p>Viser bilder av ulike ting, som hus, skole, personer som jobber, personer som har det gøy sammen, shopping, skriving, lesing, snakke i telefonen, samtaler på digitale plattformer osv.</p> <p><i>Hvor bruker du norsk?</i></p>	Kun for behovsanalyse
8	Læringsmål i andre språk	<p><i>Ønsker du å lære et annet språk? Hvilket?</i> Dette spørsmålet er for land der mennesker er i "transit". Hvis mulig, bør dette dekkes på forhånd av andre i mottaksapparatet.</p>	Kun for behovsanalyse

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
	 ORAL INTERACTION
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.

Oppgave 1 – Lese på et språk som innlæreren forstår



(Lærerens utsagn i kursiv:) Læreren spør: *Kan du lese dette?*

Læreren viser to ord og en kort, enkel setning om et kjent tema på innlærerens første- eller andrespråk.

Materiell som må forberedes på forhånd: Et ark med to ord og en kort, enkel setning som innlæreren forstår og som ikke er norsk.

Oppgave 2 – Skrive på et språk som innlæreren kan



(Lærerens utsagn i kursiv:) Læreren spør: *Kan du skrive (XXX)?*

Innlæreren skriver på et linjert ark med blyant.

Det anbefales å erstatte (XXX) med informasjon som innlæreren ga under intervjuet (se verktøy 1). For eksempel hvis innlæreren bor i Norge med barna, kan læreren spørre om innlæreren kan skrive barnas navn. Hvis innlæreren har fortalt at hun/han liker å lage mat, kan læreren spørre hva favorittmaten heter. Hvis innlæreren elsker musikk, kan læreren spørre hva favorittsangen eller sjangeren heter, osv.

Materiell som må forberedes på forhånd: Et linjert ark og blyant.

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 competences¹⁴
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.

¹⁴ 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.¹⁵). 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	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	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	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	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.

¹⁵ 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)¹⁶



Task 1A- Written reception

Overall scale descriptor

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

Look at the picture and underline¹⁷:

- the number you see
- the word street¹⁸



¹⁶ Disse oppgavene (Oppgaver A-C) finner du tilpasset/oversatt til norsk (bokmål) i vedlegget til slutt i dokumentet (You find these tasks (Tasks A-C) adapted/translated to Norwegian (bokmål) in the Appendix at the end of the document).

¹⁷ 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”.

¹⁸ 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”.




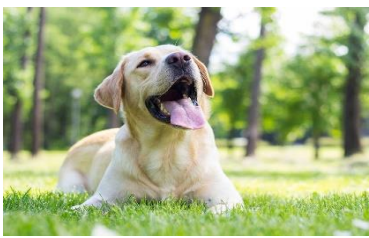


Task 2A- Written production

Overall scale descriptor

Can write a personally relevant word by copying.

Copy the 3 words¹⁹. See the example.

	house	house
	child	_____
	bus	_____
	dog	_____

¹⁹ 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.²⁰

Name

²⁰

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 outcome²¹: house / home)²²</p> <hr/>
	<p>(Expected outcome: tree / forest /nature, sky blue)</p> <hr/>
	<p>(Expected outcome: children /kids /football /play grass/ball)</p> <hr/>

²¹ In selecting the pictures, users are invited to consider practised short words with simple, highly frequent syllabic structure as the expected outcome.

²² 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.

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

Third component – Tasks C (LASLLIAM Level 3)



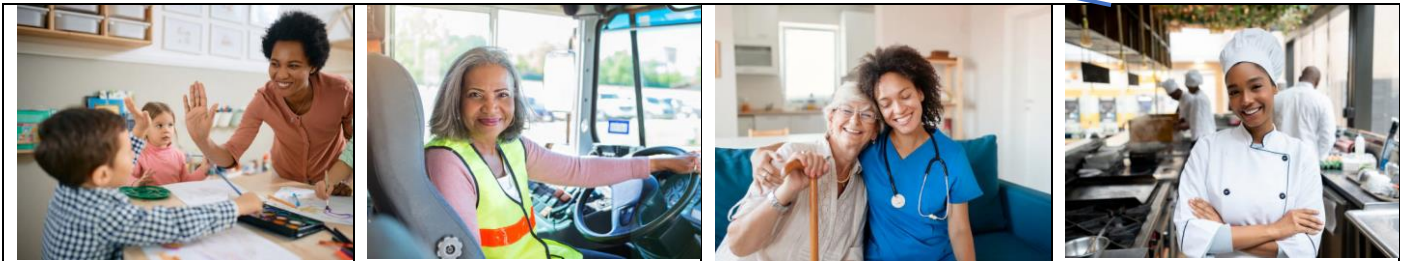
Task 1C- Written reception

Overall scale descriptor

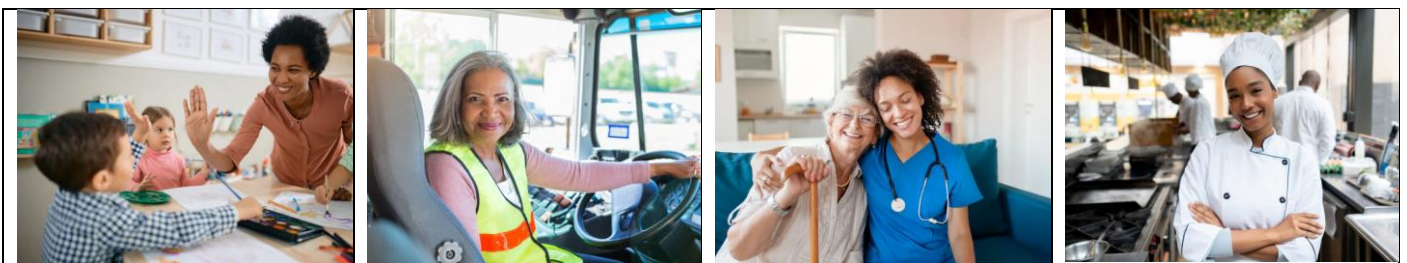
Can understand short simple sentences on familiar topics (even if there is an unknown word) by reading word by word and using visual clues.

Read the texts²³ 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.



²³ 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.²⁴

Write a short presentation about yourself.

Start like this: “My name is ...”

²⁴ 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..."

Fourth component Tasks D – LASLLIAM Level 4²⁵



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 ..."

²⁵ Disse oppgavene (Oppgaver D) finner du tilpasset/oversatt til norsk (bokmål) i vedlegget til slutt i dokumentet (You find these tasks (Tasks D) adapted/translated to Norwegian (bokmål) in the Appendix at the end of the document).

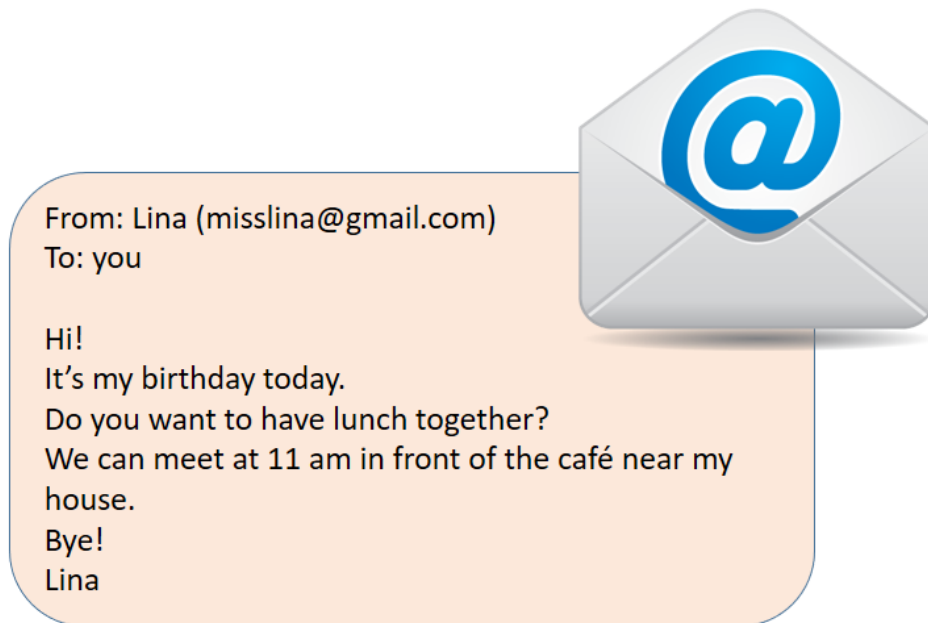


Task 3D - Written interaction

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, ..."

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 ≥ 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 items²⁶ 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

²⁶ "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	
Overall scale descriptor	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.
Task type	Multiple choice with three visual options (pictures) and one short spoken sentence as prompt
No. of texts and text length	5 texts (in total around 20 / 25 words) ²⁷
No. of items	5 (1 item for each text)
Domain	Personal, public, educational
Scenario	Starting to socialize, getting around
Communicative function(s)	Recognizing the situation and getting information
Textual genre	Forecasts, speech (e.g., short weather forecast audio or video – 3 simple pictures of weather; congratulations for your birthday – 3 pictures of personal situations)
Task duration	3 minutes
Marking procedures	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	
Overall scale descriptor	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)
Task type	Multiple choice with three options (information about time, place, cost or kind of event) and one short written sentence as prompt ²⁸
No. of texts and text length	5 texts (in total around 20/25 words)
No. of items	5 (1 item for each text)
Domain	Personal, public, educational
Scenario	Buying, using the health services, using postal and banking services
Communicative function(s)	Identifying topics, finding information
Textual genre	Advertising, invitation, short messages (e.g., a short message by a doctor)
Task duration	5 minutes
Marking procedures	1 point for each item answered correctly, in total 5 points; no negative score in case of incorrect answer or answer not given

²⁷ For concrete examples related to the use/application of the assessment technique, please refer to Tool 4.

²⁸ For concrete examples related to the use/application of the task type, please refer to Tool 2, LASLIAM level 2, Task 1.

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

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

Overall Written production	
Overall scale descriptor	Can make a note to themselves (e.g., word card for vocabulary learning) by writing practised words.
Task type	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 ²⁹
Domain	Personal, public, educational
Scenario	Getting food, shopping, school and children
Communicative function(s)	Describing
Textual genre	Notes
Task's duration	3 minutes (no. words: 4)
Rating procedures	According to descriptors of a rating scale (see Tool 2)

Overall Written interaction	
Overall scale descriptor	Can fill in some personal data in a short simple form by using practised words.
Task type	Log in with some personal data (around 5 / 6 data) ³⁰
Domain	Personal, public, educational
Scenario	Personal information
Communicative function(s)	Giving personal information
Textual genre	Form
Task's duration	4 minutes
Rating procedures	According to descriptors of a rating scale (see Tool 2)

²⁹ For concrete examples related to the use/application of the task type, please refer to Tool 2, LASLLIAM level 2, Task 2.







³⁰ 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. ³¹	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	
Specific scale descriptor(s)	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.
Task type	Multiple-choice with three options and one prompt
No. of texts and text length	3 texts (in total 30-35 words)
No. of items	3 (1 item for each text)
Domain	Occupational
Scenario	Communicating at the place of work
Communicative function(s)	Recognising information
Textual genre	Short message
Task duration	5 minutes
Marking procedures	1 point for each item answered correctly, in total 3 points; no negative score in case of incorrect answer or answer not given

³¹ In blue the descriptors taken from CEFR Companion volume.



Choose the correct answer. See the example³².

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

³² Disse oppgavene (Verktøy 4) finner du tilpasset/oversatt til norsk (bokmål) i vedlegget til slutt i dokumentet (You find these tasks (Tool 4) adapted/translated to Norwegian (bokmål) in the Appendix at the end of the document).

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	
Specific scale descriptor(s)	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.
Task type	Multiple-choice with three visual options (pictures) and one text prompt
No. of texts and text length	1 (8-10 words)
No. of items	1
Domain	Personal
Scenario	Getting food, beginning to use the media, buying
Communicative function(s)	Getting information
Textual genre	Message on a social media account (Instagram, Facebook) with a photo
Task's duration	2 minutes
Marking procedures	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	
Specific scale descriptor(s)	Can understand short, illustrated narratives on contextualized topics that are written in orthographically simple words.
Task type	Putting six pictures in the right order and matching short descriptions to each picture
No. of texts and text length	6 text prompts (35-40 words)
No. of items	5 + 1 sample item
Domain	Personal
Scenario	Living in the new country
Communicative function(s)	Understanding narratives
Textual genre	Picture story
Task duration	7 minutes
Marking procedures	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**

OPPGAVER A



OPPGAVE 1A

SE PÅ BILDET OG STREK UNDER:





- TALLET
- GATE





OPPGAVE 2A

KOPIER DE 3 ORDENE. SE EKSEMPELET.

	HUS	HUS
	HÅND	<hr/>
	BUSS	<hr/>
	KATT	<hr/>



OPPGAVE 3A

KOPIER NAVNET DITT FRA ET DOKUMENT DU HAR.

Navn:

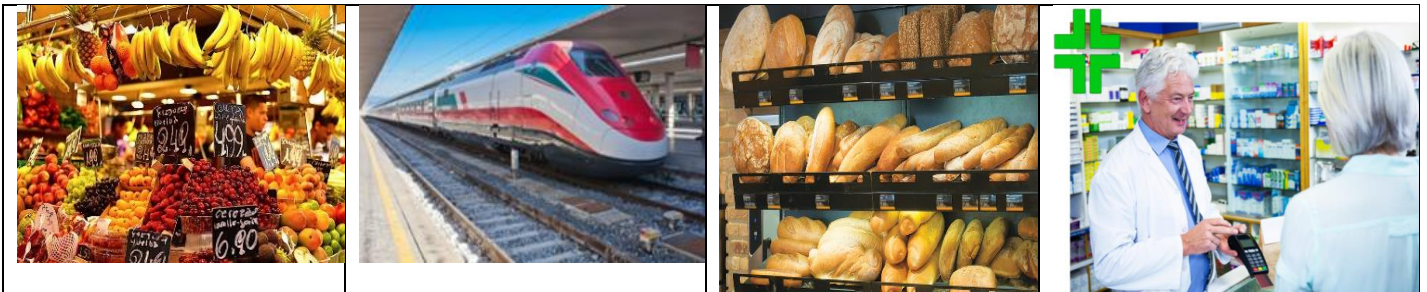
OPPGAVER B



OPPGAVE 1B

LES SETNINGEN, OG TREKK EN LINJE TIL DET RIKTIGE BILDET. SE EKSEMPELET.

1. I DAG ER DET TILBUD PÅ FRUKT.



2. PÅ APOTEKET KAN DU BETALE MED KORTET DITT.



3. TOGET STÅR PÅ STASJONEN.



4. HER KAN DU FINNE MANGE FORSKJELLIGE BRØD.





OPPGAVE 2B

SKRIV DET DU SER PÅ BILDET. SE EKSEMPELET.



BILER









OPPGAVE 3

LES SKJEMAET, OG FYLL DET UT.

FORNAVN:

ETTERNAVN:

ADRESSE:

TELEFONNUMMER:

ALDER:

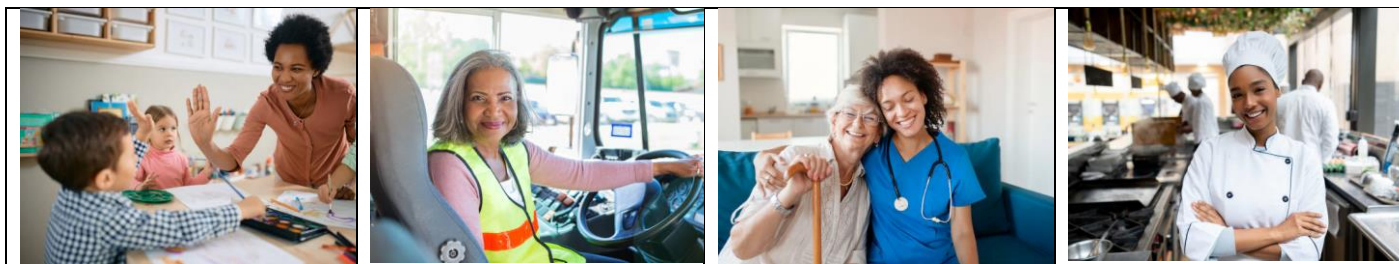
OPPGAVER C



OPPGAVE 1C

Les tekstene, og trekk en linje til det riktige bildet. Se eksempelet.

Ana jobber ofte sent på kvelden. Hun er kokk på en restaurant.



Lemlem liker veldig godt å jobbe med barn. Hun jobber som lærer på en barneskole.



Jessica hjelper gamle mennesker. Hun jobber som sykepleier.



Eva liker å kjøre. Hun jobber som bussjåfør.





OPPGAVE 2C

Skriv en kort presentasjon av deg selv.

Begynn slik: «Jeg heter...»



OPPGAVE 3C

Svar på meldingen fra din venn.



Begynn slik: «Hei, ...»

OPPGAVER D



OPPGAVE 1D

Les teksten, og svar på spørsmålene. Se eksempelet.

Det første toget fra Oslo til Bergen går kl. 08:25 om morgenen. Billetten koster 1500 kroner. Du kan kjøpe billetter i billettautomaten på togstasjonen. Billettautomaten virker alltid, og du finner den ved siden av spor 1.

	Ja	Nei
1. Går det tog fra Oslo til Bergen?	X	
2. Koster billetten 1500 kroner?		
3. Virker billettautomaten både dag og natt?		
4. Er billettautomaten langt fra spor 1?		



OPPGAVE 2D

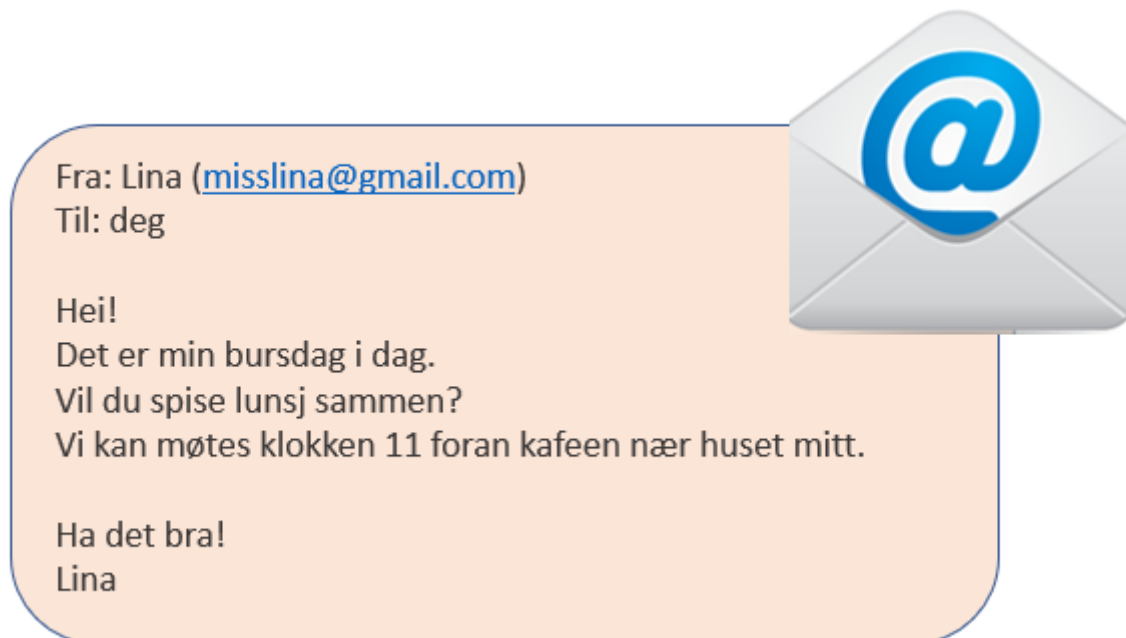
Beskriv rommet du er i nå.

Begynn slik: «I dette rommet ser jeg...»



OPPGAVE 3D

Les e-posten fra Lina.



Skriv en kort e-post der du svarer Lina og:

- takker ja til invitasjonen
- gir beskjed om at du kommer litt for sent
- stiller et spørsmål til Lina

Begynn slik: «Hei Lina,...»

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



Oppgave 1

Les meldingene og velg rett svar. Se eksempelet.

1) SMS fra Lise til en kollega:

Lise gir beskjed om at:

- a) hun kommer om en halv time
- b) bilen hennes virker ikke
- c) det er ikke trafikk

Jeg er forsinket på grunn av trafikken.
Jeg kommer om 30 minutter.
Lise

2) Melding på jobb:

Når kommer Tom tilbake på jobb?

- a) 12
- b) 13
- c) 14

Jeg kommer tilbake klokken to. Vi
ses senere.
Tom

3) E-post før et møte:

Hva gjør du?

- a) Du spiser noe.
- b) Du handler noe.
- c) Du lager noe mat.

Hei!

Kan du kjøpe litt frukt til møtet?

Takk! 😊

4) Melding på pulten din:

Hva gjør du?

- a) Du ringer til Grete.
- b) Du skriver en e-post til Grete.
- c) Du går til kontoret til Grete.

Kan du ringe Grete?

Hun vil snakke med deg.



Oppgave 2

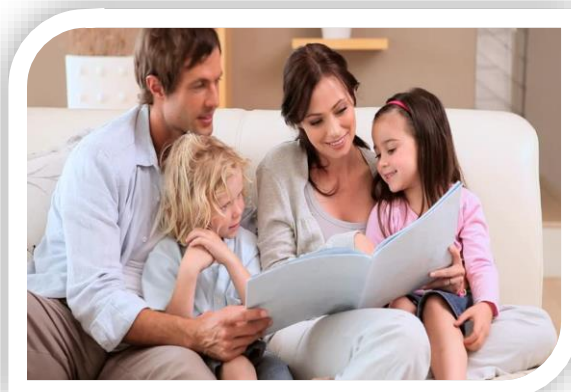
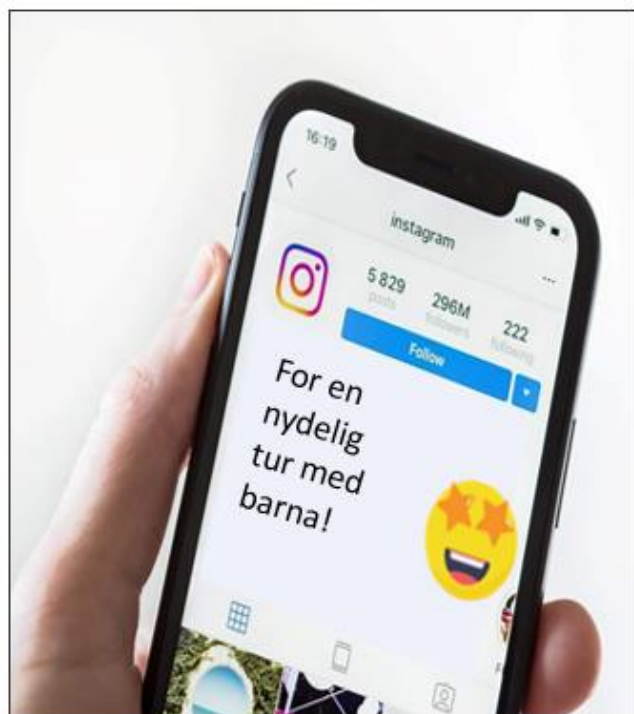
Kombiner informasjonen med skiltene. Se eksempelet. (Det er et skilt for mye).

Venterom	
Restaurant	
Forbudt å sykle	
Pass deg for hunden!	
Forbudt å røyke	



Oppgave 3

Les beskjeden på smarttelefonen. Trekk en linje fra meldingen til det riktige bildet.





Oppgave 4

Les meldingen fra læreren Maria. Svar på spørsmålet og strek under nummeret ved det riktige bildet.

Kjære foreldre,

I morgen er det *bokdag*, og vi skal gå på biblioteket etter lunsj!

Barna trenger 20 kroner til bussen.

Lærer Maria

Hva må barna ha med seg på skolen i morgen?

1



2



3

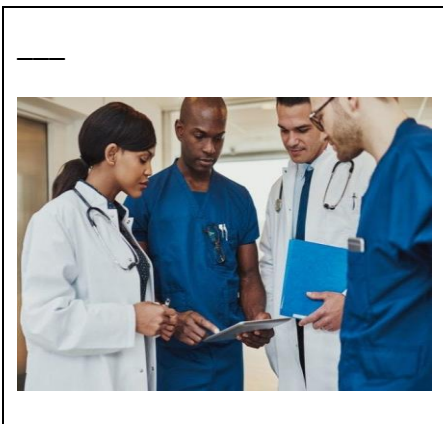
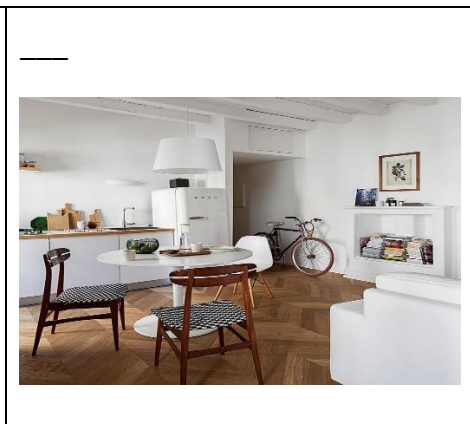






Oppgave 5

Se på bildene under fra Davids fotoalbum. Han beskriver hvert bilde med en kort tekst. Les tekstene, og skriv riktig nummer på bildene. Se på eksempelet. Bildet med nummer 1 er allerede riktig.

1. April 2015, rett etter ankomsten min: en tur i sentrum av byen.
2. Første måneden i det nye landet: på skolen for å lære det nye språket.
3. Våren 2016: jeg er i byen med den nye sykkelen min.
4. Etter 3 år har jeg fått jobb på sykehuset
5. Sommeren 2019: mange mennesker på Saras fest!
6. I den nye leiligheten min hvor jeg har bodd siden 2020.

		
	<u>1</u> 