



scales It-e  
language skills (English)  
benchmark report CEFR

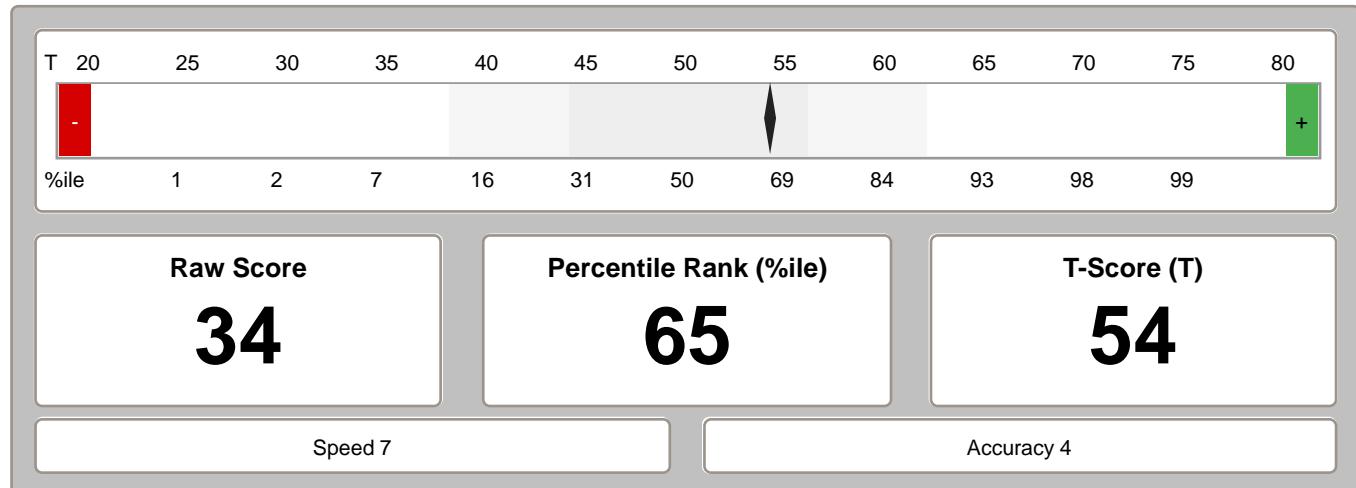
Test1 Test1

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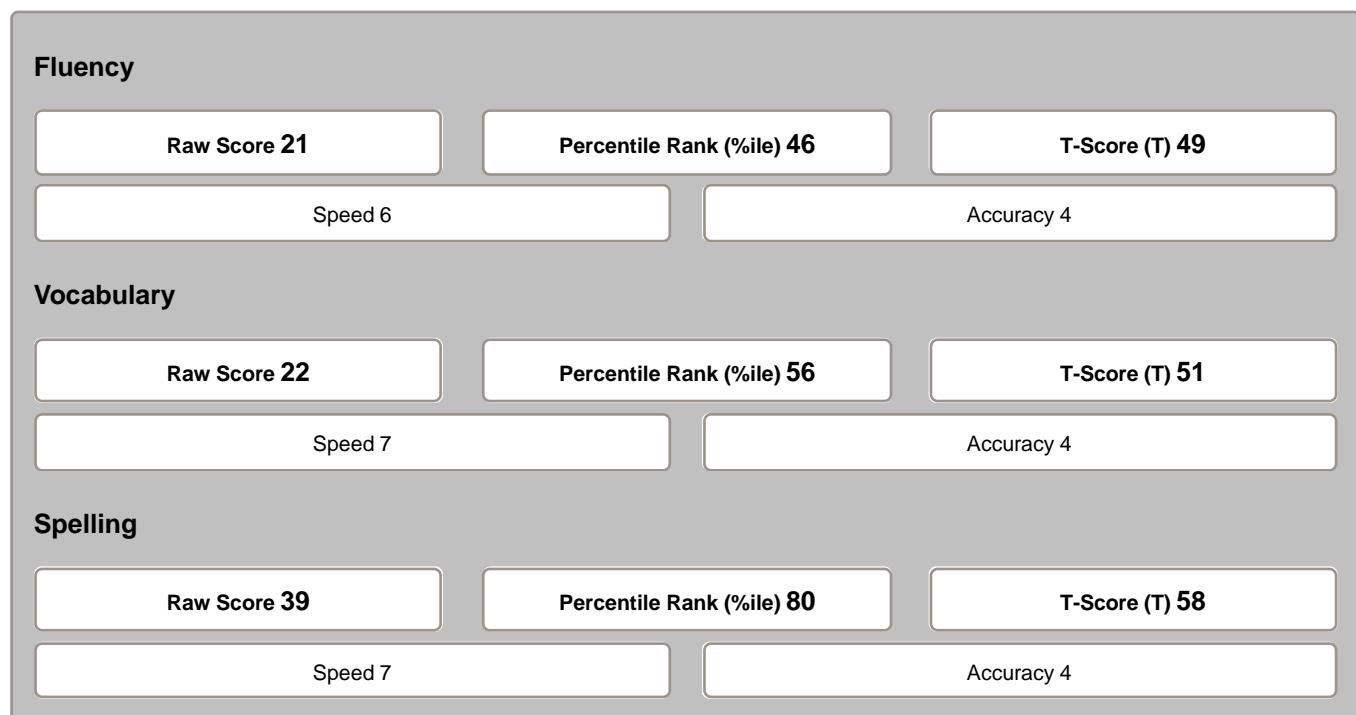
Online Assessment



## Performance



## Aspects of performance



## Further Details – Cognitive Ability Tests

Language of Administration	Greek
Norm group:	General adult population

## Guidelines for Interpretation

### Total Performance

The assessment of the total performance of a participant and therefore his/her English proficiency is based on the combination of the three subscores: fluency, vocabulary and spelling.

The raw score (RS) for fluency and vocabulary is the difference of correct responses minus half of the incorrect responses. The raw score (RS) for spelling is the difference of correct responses minus the incorrect responses.

The raw scores are benchmarked against a comparison group in order to classify the participant's results. For this benchmark comparison t-scores and percentiles (%ile) are calculated.

The percentile indicates the proportion of people in the comparison group with a raw score lower than that of the participant. A percentile of say 70 means that the performance of the participant is higher than the performance of 70% of the comparison group and lower than the performance of 30% of the comparison group.

The t-score is a linear transformation based on the comparison of the raw score with the comparison group. The mean of the t-score is 50. T-scores between 44 and 56 are interpreted as average. T-scores above 56 and below 44 are interpreted as above and below average respectively. For example: a participant with a t-score of 58 has a level of English proficiency above average benchmarked against the comparison group. T-scores under 38 and above 62 are interpreted as highly below and highly above average respectively.

### Processing Style

The scores for speed and accuracy define the processing style of the participant. The raw score of the dimension speed results from the number of items attempted. The raw score of accuracy results from the number of items completed correctly compared to the number of items attempted.

The raw scores of speed and accuracy are benchmarked against a comparison group and mapped on a scale from 1 to 9. The higher the scores are on these two dimensions, the faster and more accurate will the processing style of the participant emerge when related to the comparison group.

## CEFR Classification – English

The Common European Framework of Reference for Languages (CEFR) is a guideline used to describe achievements of learners of foreign languages. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. The six reference levels (see below) are widely accepted as the European standard for grading an individual's language proficiency. The score below represents the absolute performance (no empirical norm applied) of the test taker in relation to the CEFR reference levels.

A		B		C	
Basic User		Independent User		Proficient User	
A1	A2	B1	B2	C1	C2
				●	

### A1; Breakthrough or beginner

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### A2; Waystage or elementary

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### B1; Threshold or intermediate

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc; Can deal with most situations likely to arise while travelling in an area where the language is spoken; Can produce simple connected text on topics that are familiar or of personal interest.

### B2; Vantage or upper intermediate

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation; Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### C1; Effective Operational Proficiency or advanced

Can understand a wide range of demanding, longer texts, and recognise implicit meaning; Can express ideas fluently and spontaneously without much obvious searching for expressions; Can use language flexibly and effectively for social, academic and professional purposes.

### C2; Mastery or proficiency

Can understand with ease virtually everything heard or read; Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation; Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

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