



**A recognised system
for the certification
of work-related competence
in foreign languages**

Handbook for Assessors

Handbook for Assessors

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Guide to using the EVoQ system

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1 **STRUCTURE OF A UNIT**

| | | |
|---|---|---|
| <p>I Page one: Title</p> <p>..... informs about</p> <ul style="list-style-type: none"> • Level (A1 – C2) • Area of competence (Speaking, Listening, Reading, Writing) • Types of communicative activity | <p>II Page 2: Common European Framework</p> <p>Orientation aid showing how the selected types of activity are defined at the respective level of general use of language</p> | <p>III Page 3: Range of situations and content</p> <p>.... shows which factors influence or hinder the types of activity; helps to devise assessment activities (simulations) or to judge the suitability of natural (authentic) evidence offered for assessment</p> |
| <p>IV pages 4 and 5 Examples of typical work-related performance</p> <p>.... provides specific examples of types of communicative activities, at the respective level, which can occur in the work situation; can be used as reference for selecting natural evidence or for devising assessment activities. Comprises:</p> <ol style="list-style-type: none"> (1) type of activity (job-related) (2) key descriptor (3) job-related examples for typical performance | <p>V last pages Assessment and certification (Checklist for actual assessment procedure)</p> <ol style="list-style-type: none"> (1) Type and range of performance evidence to be provided (2) Activity type with key indicators for assessment purposes (3) assessment criteria to be ticked off <input checked="" type="checkbox"/> as appropriate | |

2 WHEN AND HOW ARE THE SPECIFIC COMPONENTS OF THE EVOQ USED?

I As a guide through the document

II Orientation: Helps answers questions such as: “*What does A2 in other work-related contexts?*” “*What does this level mean in relation to use of language which is not work-related?*”

III & IV Describes and illustrates typical work-related performance which can be offered for assessment. “*What should a candidate be able to do in the target language at this level?*”, in other words.

III This contains an overview of factors (location / situation, topic, content, conditions and restrictions), which influence use of language (positively or negatively): these factors must be borne in mind to be able to judge performance correctly. This includes the choice of performance evidence provided by a candidate (text s/he was written for his / her real work, tape recordings of spoken evidence etc.) as well as assessment activities which may need to be devised as substitutes for such evidence.

IV This further includes explicit examples of such evidence (in brief form) which can easily be used as a basis for devising assessment activities. These can be shown to the candidate to help the candidate find examples from his / her own work.

V The checklist for assessment. This is to be used in the planning stage (*what performance evidence must be provided? What features of performance must be looked for in the evidence offered for assessment?*) and for the assessment procedure itself (tick off the criteria the respective piece of performance evidence fulfils).

3 THE SCALES WITHIN THE SCOPE OF THE EVOQ SYSTEM

Sometimes it is interesting to know more than only whether somebody can carry out a task or not: another person may be able to do this better because his / her general level of language is higher (than is needed for the simple fulfilment of the task). The company has a choice of sending Ms A or Ms B to a customer in Germany. Both are equally well-qualified as far as their work is concerned and both are competent to do the job in the foreign language, so both would be capable of dealing with the task in question. However, Ms B has spent some time living in Austria and as a result her German is more flexible and idiomatic.

Therefore Ms B can add value which is not strictly necessary to be able to deal with the task in question, but may well create a good atmosphere with the customer which may – assuming the customer is otherwise satisfied with the processing of the order – have a positive influence on further business relations.

On the other hand, perhaps Ms A can write more correctly. The “added value” that she can offer consists in not only being able to deal with routine correspondence but that her letters are more sophisticated and more confident from a language point of view. Ms B could also deal with these tasks but would have more trouble in checking her idiomatic use of language for accuracy in dictionaries etc. – and this would also imply increased working time.

In order to identify and document such individually varied “added value”, the EVOQ system framework text includes a number of grading scales from the Common European Framework

which can be used for assessment purposes if this appears to of benefit to the candidates or their employers.

Scales are available for the following aspects:

- general linguistic range (Speaking and Writing)
- grammatical accuracy (Speaking and Writing)
- fluency (Speaking)
- Pronunciation and intonation (Speaking)
- Interactive ability (Speaking)
- Coherence (Speaking and Writing)

4 SCALES FOR SELF-ASSESSMENT

As with all assessment procedures it is useful and time-efficient if the candidate begins the assessment process with a realistic self-assessment of his / her competence in the language.

For this purpose we have provided the self-assessment scale from the Common European Framework at the beginning of our EVoQ framework text.

This can be given to the candidate to allow self-assessment at the candidate's convenience.

Together with the requirements profile developed with the client (the company or individual), the self-assessment process guides the selection or provision of further performance evidence and assessment activities.

5 AN EXAMPLE OF A SCENARIO: THE ROMANIAN BUILDING FIRM

A large Romanian building firm has won a contract as sub-contractor and must send 30 building workers, including two foremen and one engineer, to Leipzig to help build a waste incineration plant. In Romania the switchboard operator will have to take incoming calls from Germany; a secretary will have to deal with correspondence; the owner of the building company will have to communicate both with the client's representatives both on work-related and social topics – in initial meetings in Germany for example.

The in-company language trainer is to:

1. select from the company's 300 employees those who are able to work in Leipzig
2. advise the company on recruitment of additional employees
3. train the secretary and the switchboard operator to the appropriate language level
4. help choose the foremen and engineer
5. be responsible for the language training of those involved

A number of **requirement profiles** arise from this scenario. Above all it must be decided whether or not individual applicants fulfil the job requirements as far as language level is concerned.

Profile 1 / Labourer. Language required for interaction (Speaking and Listening): “Turn the mixer on. – The bricks must go to the first floor. Where’s the jack hammer? The best way to mix the concrete is three to one, three gravel, one cement. You’re not wearing your safety helmet again!”

Profile 2 / Foreman, construction engineer. Language needed for interaction (Speaking and Listening). “*Tell your people that they have to wear a safety helmet here at all times. And tomorrow they must have all their papers with them because the town officials are coming to check everything. Oh, and another thing, while I think about it, there’s something wrong with the mixer. It only works when the flap on the left is open, there’s something jammed there. Tell your people that only our lot are allowed to turn it on.*”

Profile 3 / Labourers, foremen, employer shopping in a DIY store. “*I’d like 8 sacks of cement. And I need safety gloves. And another thing, where can I buy tools? Have you got disks for circular saws?*” “*Where’s your van? We’ll bring the things over with the fork lift. The other things you need are over there. Are you paying cash or should we send the invoice to the company?*”

Profile 4 / Switchboard operator / language needed for interaction (Speaking and Listening, Medium Telephone) “*Hello? Hello? Do you speak English? Good, this Janet Andrew Trotters the Builders. Could you connect me with Mr Hermes, please?*” “*I’m afraid Mr Hermes is at lunch at the moment. Can I take a message?*”

Profile 5 / Foreign language correspondent. Language needed for interaction (Listening, Writing): Take dictation of a letter to English partner in target language; or make notes in target language and compose letter herself.

Profile 6 / Employer / Language needed for interaction (Speaking, Listening): (Negotiations during award of contract. “*Yes, we would be very interested in being involved. But we need some confirmation of your employees’ reliability and level of training. We don’t want to put our reputation at stake through shortcomings on the part of our partners*”

Profile 7 Employer, social contact (guided tour of London) “*Well, things have changed a lot since I was here in 1980. My son studies at LSE, you know.*” “*Oh really, why did he decide on that?*” “*Well, he needs an MBA and the LSE has a good reputation in Germany, too.*” Etc. (It may be necessary to adapt to cultural differences even in such a casual conversation).

6 NATURAL EVIDENCE OR OTHER FORMS OF ASSESSMENT ACTIVITIES

In the English version of the EVoQ the term “natural evidence” or “documents” is used to mean those samples of performance which the candidate has actually carried out in the normal course of his / her work – not simulations, for example. The word used for this in the German version is *authentisch*: authentic is used in the English version to denote that the evidence offered for assessment really is the candidate’s own work / performance and not something prepared with the help of or by someone else.

The basic principle of the assessment of job-related performance is that the candidate offers as far as possible natural evidence for assessment purposes. In the case of spoken interaction it will, however, be extremely difficult for reasons of organisation, time, costs and confidentiality to collect sufficient natural evidence at the workplace. Therefore, the EVoQ allow for the use of simulations and other assessment activities (in conformity with the idea of a task based approach) in order to allow sufficient evidence to be collected for assessment and certification.

Writing, too, presents problems. It is not easy to determine if the written evidence in a portfolio is in fact “authentic” evidence (the candidate’s own work). In the production of in-company and published texts other persons expert or even native speakers in the target language often correct and improve the draft versions so that even if the candidate has, in essence, produced the text, an accurate assessment of the candidate’s own level of language level is no longer reliably possible. It is for good reason that the assessment criteria stipulate “Uses dictionaries and other reference sources to check accuracy”. And this can include help from other persons.

For this reason the following compromise has been adopted:

- The candidate provides as far as possible samples of natural evidence
- The assessment procedure demands, however, at least one sample of evidence produced in the assessor’s presence

In the case of the receptive skills, above all Listening, it will be absolutely indispensable because it is not acceptable for the candidate to merely bring along Listening texts and maintain that s/he can understand them. A similar situation applies to reading texts where the assessor must be convinced whether and to what extent understanding occurs. Understanding in itself is not a productive activity which can be observed.

For the assessment itself, therefore, natural evidence (documents) will be provided wherever possible; other assessment activities will, however, need to be devised.

7 THE ASSESSMENT PROCEDURE

- Establish contact with employer (e.g. Human Resources); define communicative activities and skill relevant to respective employees (profiles; reading? interaction? listening?)
- Define the minimum level of language necessary (using A1 – C2 CEF); select the respective descriptors for typical performance at the chosen level
- Discuss and agree with candidate which, if any, natural evidence can be provided for assessment purposes.
- Devise necessary assessment activities using the Framework of Reference to ensure the activities cover all requirements. If the company operates in different areas from those described in the system, then the “Range pages” should be consulted to ensure that no important factors are overlooked.
- To facilitate the assessment procedure, the candidates are asked beforehand to assess their language level with the help of the self-assessment indicators (Self-assessment scale).

- If finer grading within the respective EVoQ level is required, use the following scales:

General language competence

- range of general language
- grammatical accuracy
- fluency
- pronunciation and intonation

Communicative competence

- interactive ability
- coherence

- Finally, provide client and applicant with feedback relating to the scaling system of levels in the framework of reference.

N. B.: The EVoQ system provides assessment standards but not assessment activities. The latter should be devised on a case-by-case basis for the following reasons:

- Evidence produced in the company or adapted to company conditions are more realistic and have greater face value.
- They are more motivating for both employer and candidate than “global” tasks.
- They provide accurate indications of the candidate’s competence in those areas which are necessary for his / her real work.
- They offer advantages of time, flexibility and cost compared with traditional examinations.

8 OVERVIEW

8.1 Key level descriptors for the respective EVoQ levels

| | |
|-----------|--------------------------------|
| A1 | simple and predictable |
| A2 | simple routine |
| B1 | routine |
| B2 | flexible and varied |
| C1 | complex |
| C2 | complex and specialised |

8.2 Overview of types of communicative activities

Speaking (interaction)

- Meetings
- Formal and informal discussions and meeting
- Exchange of information
- Interviews
- Conversation
- Transactions: provision of services
- Goal-oriented co-operation

Speaking (production)

- Arguing a case
- Speaking to an audience

Listening

- Understanding as member of an audience
- Understanding announcements (live and via PA systems)
- Understanding information
- Understanding TV and radio broadcasts and recordings
- Understanding during interaction

Reading

- Literacy
- Understanding texts that require action to be taken
- Understanding information in factual texts
- Understanding information, abstract ideas and theories, emotional and evaluative aspects
- Reading for general sense

Writing

- Literacy
- Write argumentative texts
- Write reports
- Compose specialist publications
- Write technical and specialist texts
- Fill in forms and pro-form documents
- Deal with correspondence
- Write messages
- Make notes in lectures and meetings
- Draft and write persuasive texts
- Write summaries

The different steps in applying the EVoQ Standards

A rough overview of the different steps to be followed in order to receive an EVoQ Certificate

| | Candidate | Assessor | Internal Verifier (I.V.) |
|----|--|--|---|
| 1. | expresses interest in EVoQ; self-assesses own language level; fills in needs analysis (what tasks/functions do I need to fulfil in my job?) | explains EVoQ system to candidate; hands out self-assessment scales (may administer separate tests to assess candidate's language level for occupational purposes) establishes needs profile (based on the information the candidate has provided in the needs analysis, further questioning may, however, be required) | |
| 2. | determines skills and level(s) to be registered for (e.g. Speaking B 1 + Listening B 2) | hands out relevant parts of EVoQ standards (e.g. Sp B 1 and L B 2) and gives explanations | regular meetings with Assessors (minutes to be kept) |
| 3. | explains to what extent (if at all) s/he can deliver performance evidence from the workplace discusses, agrees and signs Assessment Plan | sets up and agrees Assessment Plan with the Candidate: - how many pieces of evidence from the workplace? - how many simulations? realistic timing? - which topics/situations/contents ("range") allow for an efficient and comprehensive assessment? if in doubt consults I.V. signs Assessment Plan and makes copy for candidate | advises Assessor |
| 4. | delivers (some) evidence from workplace and/or does simulation tasks set by assessor signs Assessment Record form is available for any queries the I.V. may have | assesses according to Assessment Criteria; gives feedback to the Candidate and records it on Assessment Record form signs form, copy to candidate | observes Assessor making an assessment at least once, gives feedback (records all the steps) |
| 5. | gathers further evidence according to the tasks (simulations) set by the assessor and the feedback | same procedure as under 4. | regular internal verification |
| 6. | | if all requirements are fulfilled, i.e. sufficient evidence is gathered, fills in and signs relevant form | checks dossier, provides feedback, fills in relevant form, if everything is o.k. claims certification |
| 7. | is available for any queries the External Verifier may have | is available for questions by the External Verifier | discusses internal verification process with External Verifier |

EVoQ Candidate Needs Analysis

.....
Candidate Name

In order to find out what functions you (will) need to fulfil in the target language at your workplace we would be grateful if you would answer the questions below (please be as precise as possible). If this space is insufficient, please add a separate sheet.

What is your area of work and your job function?

Writing

What do you have to write?

- Reports**
What sort of reports?

- Memos**
To whom and of what content?

- Messages (including instructions)**
To whom and of what nature?

- Letters, faxes, e-mails**
What exactly is the content of these?

- Specialised or technical texts**
Of what nature?

- Filling in forms**
What sort of forms and for whom?

- Minutes**
Of what meetings?

- Other**

Reading

What do you have to read?

- Reports**
What sort of reports (content)?

- Letters, faxes, e-mails**
What sort of letters etc. (content)?

- Memos**
From whom and of what content?

- Messages (including instructions)**
What are they about?

- Articles of a general nature**
What is their source and content?

- Minutes**
Of what meetings?

- Newspapers, technical magazines**
What sort of newspapers/magazines do you have to read? Which articles do you read?

- Specialist literature**
What sort of literature do you have to read and for what purposes?

- Technical manuals**
What sort of manuals?

- Other**

Listening/Speaking

| | Listening | Speaking |
|---|--------------------------|--------------------------|
| Telephone calls What are these normally about? | <input type="checkbox"/> | <input type="checkbox"/> |
| Messages (e.g. on an answerphone) What sort of messages do you have to understand and/or leave? | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructions What sort of instructions would these be? | <input type="checkbox"/> | <input type="checkbox"/> |
| Announcements What sort of announcements? | <input type="checkbox"/> | <input type="checkbox"/> |
| Meetings/discussions With whom do you meet and what are the topics of the meetings/discussions? | <input type="checkbox"/> | <input type="checkbox"/> |
| Negotiations What exactly do you negotiate? | <input type="checkbox"/> | <input type="checkbox"/> |
| Presentations/talks What are the topics? | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> |

The Candidate's Dossier (Portfolio)

The candidate collects all the performance evidence for assessment and certification in a dossier (portfolio). The evidence is assessed by the Assessor and checked by the Internal Verifier. When the candidate enters for certification, the External Verifier will check the complete dossier or parts of it. This is what the dossier should contain

1 COVER PAGE

This page contains the Candidate's name and the qualification in the target language (e.g. EVoQ Speaking English Level B 1, Reading English, Level B 2) which s/he would like to claim.

2 CONTENTS PAGE

This page provides the reader with a comprehensive overview of what the dossier contains and where to find the different records.

3 THE CANDIDATE'S PROFILE

This part provides the candidate's details, for example a C.V., a detailed job description, details of skills level assessments, as well as the needs analysis which shows which tasks or functions the candidate has to (or will have to) fulfil in the target language.

4 ASSESSMENT PLANS

Assessment plans (which are set up, discussed and agreed with the assessor) should be signed both by the candidate and the assessor, and copies thereof are to be included in the dossier.

5 PERFORMANCE EVIDENCE

This part contains all the evidence that the candidate has produced (including – if applicable - cassette or video recordings of the candidate's oral production as well as recordings of listening tasks).

The performance evidence is to be presented in such a way that the readers (i.e. the Internal and External Verifier) can easily make their own judgements as to whether the requirements of the EVoQ Standards for a particular skill and level have been fulfilled.

6 ASSESSMENT RECORDS

These include all documents (or copies thereof) that have been used for assessment and feedback purposes.

European Vocational Qualifications (EVoQ) – Languages

ASSESSMENT PLAN

CANDIDATE NAME

Target Language

Assessment is being planned for the following Skill(s) and Level(s)

.....

Date

Assessor Name

| |
|---|
| Summary of discussion with the candidate |
|---|

Next steps to be taken

Date of next review/assessment* (delete as appropriate)

.....
Signature Assessor

.....
Signature Candidate

European Vocational Qualifications (EVoQ) – Languages

ASSESSMENT RECORD

Candidate

Target language Skill assessed Level assessed

Date of Assessment

Assessor.....

Performance Evidence assessed:

Assessment Decision:

The evidence assessed

1. **does not cover any of the aspects of Range of Situation and Content for this level**
covers the following aspects of Range of Situation and Content (see next page)
 2. **does not correspond to any of the Activity Types for this level**
corresponds to Activity Type(s) no(s). (see page 3)
 3. **does not fulfil any of the Assessment Criteria for this level**
fulfils the following Assessment Criteria (see page 3)
 4. **Further Comments**
-

Feedback given to the candidate:

The above-mentioned Performance Evidence has been assessed according to EVoQ Standards

.....
Signature Assessor

The Assessment Decision has been explained to me; the decision is fair and the feedback I received is constructive.

.....
Signature Candidate

Speaking B1

ASSESSMENT AND CERTIFICATION

Range of Situation and Content

The samples of evidence provided for the purposes of assessment must cover at least one example from each of the three following aspects of situation and content:

Location and Situations

1. Workplace or job-related locations; short stays abroad.
2. Social contacts with colleagues and business associates.
3. Job interviews.

Topics and Content

1. Routine, day-to-day work activities (appointments, processes, ...), goods, products, services, prices, documents for a range of routine purposes etc.
2. Professional and social contacts (everyday life, intercultural awareness).

Forms of Interaction

1. Direct communication (*face-to-face*) with one other person.
2. Informal and formal discussion in small groups with colleagues.
3. Telephone conversations; telephone messages on answerphone.
4. Presentations, short formal talks.

Performance evidence

S/Int B1 can generally be certified if competence is demonstrated in **at least 4 of the 7 types** of interaction specified on the next page.

The following 4 samples of evidence must be provided for certification of level **S/Int B1**:

Recorded samples of evidence (if possible from the candidate's real work situation) for each of the respective activity types being assessed for certification purposes; each must include **approx. 1 – 2 minutes of candidate speaking time**.

If such samples cannot be provided: 4 simulations, role plays or other **suitable communicative tasks** which each include approx. 1 – 2 minutes of candidate speaking time (a total of 6-8 minutes).

For a **graded assessment** of candidate performance, please use the following qualitative aspects in the appropriate CEF scale: *accuracy, pronunciation, range, fluency, interaction*. These aspects are to be employed selectively according to the type of activity.

Speaking B1

| <i>Activity Type</i> | <i>Assessment Criteria</i> |
|---|--|
| <p>1 Information exchange and goal-orientated co-operation <small>8→</small> Competence is demonstrated in a broad range of routine activities in which mainly factual information is obtained and provided.</p> <p>2 Transactions: Exchanges involving obtaining and providing goods and services <small>8→</small> Competence is demonstrated in routine activities in which services or goods are provided or obtained.</p> <p>3 Conversation <small>8→</small> Competence is demonstrated in conversation on common day-to-day topics.</p> <p>4 Formal / informal discussions and meetings <small>8→</small> Competence is demonstrated in discussions about job-related, routine activities and processes.</p> <p>5 Job interviews <small>8→</small> Competence is demonstrated in simple job interviews involving routine activities.</p> <p>6 Arguing a case <small>8→</small> Competence is demonstrated in delivering clearly structured, short statements (explanations, reasons, summaries, accounts etc.) in routine job-related events and meetings.</p> <p>7 Speaking to an audience <small>8→</small> Competence is demonstrated in delivering simple, prepared talks (presentation, toast, announcement).</p> | <p>The performance evidence must fulfil at least 12 of the following criteria:</p> <p>The candidate ...</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> uses appropriate interrogative forms to successfully acquire information; understands all questions asked 2. <input type="checkbox"/> uses technical words and phrases related to his / her work in an appropriate way to provide routine work-related information 3. <input type="checkbox"/> uses appropriate expressions to ensure understanding (repair strategies) 4. <input type="checkbox"/> uses pronunciation, intonation and pace of speech so that he / she can be understood without undue effort 5. <input type="checkbox"/> uses polite verbal conventions appropriate to social context showing awareness of intercultural difference where necessary 6. <input type="checkbox"/> summarises routine agreements and arrangements 7. <input type="checkbox"/> uses appropriate forms of greetings and leave-taking 8. <input type="checkbox"/> offers help, expresses thanks 9. <input type="checkbox"/> recommends goods / services; advises customers, discusses prices 10. <input type="checkbox"/> provides (and understands) information on prices, quantity / number, size, colour, quality, etc. 11. <input type="checkbox"/> expresses simply a wide range of feelings and views 12. <input type="checkbox"/> expresses agreement or polite disagreement 13. <input type="checkbox"/> intervenes, requests / grants permission to speak 14. <input type="checkbox"/> contradicts politely / appropriately 15. <input type="checkbox"/> explains, gives reasons in simple terms 16. <input type="checkbox"/> reports on events in simple but clearly structured language 17. <input type="checkbox"/> apologises appropriately; expresses regret |

European Vocational Qualifications (EVoQ) – Languages

Record of Achievement

Candidate Name _____

Target Language _____

Name of Centre _____

Name(s) of Assessor(s) making the assessment decision for the candidate

Name of Internal Verifier _____

| Skill and Level | Date of completion | Signature of Assessor | Signature of Internal Verifier |
|------------------------|---------------------------|------------------------------|---------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |