
Exam Specifications



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LEVEL 0/ NOVICE – INTERPRETIVE READING

<i>Samples of performance</i>	Can recognize words, short phrases with the help of visuals. Can identify family member words on a family tree, the location of a classroom based on simple written description, basic information about school schedule and activities, the weather forecast with visual support.
<i>Subskills</i>	Reading to: <ul style="list-style-type: none"> • identify • recognize words
<i>Lexical domain</i>	Self and introductions, descriptions, basic hobbies, calendar, time, colors, shapes, school, classroom, weather, seasons, family, friends.
<i>Text type</i>	Simple authentic texts with minor changes (synonyms, dates, etc.). Texts mostly as list to phrases, often with graphically organized information. Learned words and phrases with visual clues, topic knowledge and cognates. Learned words, lists, a little more than one phrase.
<i>Item tasks and breakdown</i>	TOT: 20 items <ul style="list-style-type: none"> • identify (10 items) • recognize words (10 items) 12 - Multiple choice (4 options) 8 - Matching or drag and drop (2x4 matching options with 1 extra/incorrect)

LEVEL 0/ NOVICE – INTERPRETIVE LISTENING/ VIEWING

<i>Sample performance</i>	Can understand / recognize: greetings; when people express thanks; when people introduce themselves; when asking for a name and age; days of the week and the hours; a date on a school schedule; common, basic weather expressions with visual clues; a classroom command.
<i>Sub-skills</i>	Listening /viewing to: <ul style="list-style-type: none"> • identify • recognize words
<i>Lexical domain</i>	Self and introductions, descriptions, basic hobbies, calendar, time, colors, shapes, school, classroom, weather, seasons, family, friends.
<i>Text type</i>	Simple authentic texts, semi-contrived (recorded li), direct speech Texts mostly as list to phrases, often with graphically organized information such as class schedule, signs, etc. Learned words, lists, a little more than one phrase (see also 'sentence length').
<i>Item tasks and breakdown</i>	TOT: 20 items Listening / viewing to: <ul style="list-style-type: none"> • <i>identify (10 items)</i> • <i>recognize words (10 items)</i> 12 - multiple choice (4 options) 8 - matching or drag and drop (2x4 matching options with 1 extra/incorrect)

LEVEL 1 – INTERPRETIVE READING

<i>Samples of performance</i>	Can recognize words, short phrases or sentences with the help of visuals. Can identify family member words on a family tree, the location of a classroom based on simple written description, basic information about school schedule and activities, the weather forecast with visual support.
<i>Subskills</i>	Reading to: <ul style="list-style-type: none"> • Identify, recognize words • Understand the gist
<i>Lexical domain</i>	Self, description of people, calendar, time, colors, school, study, classroom, weather, seasons, family, clothing
<i>Text type</i>	Simple authentic texts with minor changes. Texts ranging from list to phrases and sentences often with visual support, such as class schedule, signs, etc. Learned words and occasional simple sentences.
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> • <i>identify, recognize words (15 items),</i> • <i>understand the gist (10 items).</i> 13 - multiple choice 12 - matching/drag and drop

LEVEL 1 – LISTENING / VIEWING

<i>Sample performance</i>	Understand/recognize/identify: greetings; when people express thanks; when people introduce themselves; when asking for a name and age; days of the week and the hours; a date on a school schedule; common, basic weather expressions with visual clues; classroom commands, a short description of a person (age, color of hair, eyes, personality); family members.
<i>Sub-skills</i>	Listening / viewing to: <ul style="list-style-type: none">• Identify, recognize words• Understand the gist
<i>Lexical domain</i>	Items should cover all of the following lexical domains: self, calendar /time, colors/shapes, school/classroom, weather/seasons, family/friends, clothing.
<i>Text type</i>	Simple authentic texts, semi-contrived. Texts ranging from list to phrases and sentences often with visual support, such as class schedule, signs, etc. Learned words and occasional simple sentences.
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none">• <i>Identify, recognize words (15 items)</i>• <i>Understand the gist (10 items)</i> 13 - multiple choice 12- matching/drag and drop

LEVEL 2 – INTERPRETIVE READING

<i>Samples of performance</i>	Can usually understand short simple messages on familiar topics such as from an ad, a brochure, text message from a friend, etc. Can sometimes understand short, simple descriptions with the help of pictures or graphs such as captions under photos, website descriptions of clothing items to make an appropriate purchase; identify categories in a graph, etc.; can sometimes understand the main idea of published materials such as cities or other places on a map, menus, etc. Can understand simple everyday notices in public places on topics that are familiar such as a store's hours of operation, food items on a menu or online eateries, etc.
<i>Subskills</i>	Reading to: <ul style="list-style-type: none"> • Identify information • Recognize purpose of the text • Understand main idea • Understand the context
<i>Lexical domain</i>	Food and beverages, cooking, house description, daily routines, stores, clothing, leisure time activities such as sport and music, basic technology.
<i>Text type</i>	Simple authentic texts. Texts in sentences-length text, often with graphically organized information .
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> • <i>Identify information (10 items)</i> • <i>Recognize purpose of the text (5 items) (for whom, why is the text written / spoken; what is the text trying to do?)</i> • <i>Understand main idea (5 items)</i> • <i>Understand the context (5 items)</i> <p>13 - multiple choice 12 - matching/drag and drop</p>

LEVEL 2 – INTERPRETIVE LISTENING/VIEWING

<i>Sample performance</i>	<p>Understand simple questions or statements on familiar topics such as recognize the difference between a question and a statement; questions about self, age, where one lives, what one does in free time, etc.; questions and statements about family; questions and statements about friends and classmates.</p> <p>Can understand simple information when presented with pictures and graphs such as the weather forecast when weather symbols are used; when someone describes physical descriptions from a photo or an art work.</p> <p>They can understand the main topic of a conversation such as when people are talking about their homes, their daily routines, basic food and beverages, clothing, shopping and leisure activities.</p>
<i>Sub-skills</i>	<p>Listening / viewing to:</p> <ul style="list-style-type: none"> • Identify information • Understand basic purpose of message / text • Understand main idea • Understand the context
<i>Lexical domain</i>	Food and beverages, cooking, house description, daily routines, stores, clothing, leisure time activities such as sport and music, basic technology.
<i>Text type</i>	Simple authentic texts, Semi-contrived (recorded listening). Direct speech or simple interactions. Texts in sentences-length speech, often with graphically organized information.
<i>Item tasks and breakdown</i>	<p>TOT: 25 items</p> <ul style="list-style-type: none"> • <i>Identify information (10 items)</i> • <i>Understand basic purpose of message / text (5 items)</i> • <i>Understand main idea (5 items)</i> • <i>Understand the context (5 items)</i> <p>13 - multiple choice. 12 - matching/drag and drop</p>

LEVEL 3 – INTERPRETIVE READING

<i>Samples of performance</i>	<p>Can understand messages in which the writer tells or asks about topics of personal interest such as what e-pal writes about interests and daily routines, simple posting on a friend’s social media page, a text from a friend about our plans, if a friend accepts or rejects an invitation, etc.</p> <p>Can identify some simple information needed on forms such as what is asked for on a customs form, on a hotel registration, etc. Can identify some personal information from news media such as understand personal about sport stars from photo captions, some information on jobs posting, on travel brochures or websites, etc.</p>
<i>Subskills</i>	<p>Simple authentic texts.</p> <p>Simple-sentence-length text, with some paragraph-like text.</p>
<i>Lexical domain</i>	Daily routines, leisure time activities, basic technology, shopping, food, health, occupation /professions, transportation, travel, vacation, tourism.
<i>Text type</i>	Simple authentic texts. Simple-sentence-length text, with some paragraph-like text.
<i>Item tasks and breakdown</i>	<p>TOT: 25 items</p> <ul style="list-style-type: none"> • <i>Identify information</i> • <i>Recognize purpose of the text (for whom, why is the text written / spoken; what is the text trying to do?)</i> • <i>Understand main idea</i> • <i>Understand the context (when, where, what is the text, etc.)</i> <p>13 - multiple choice 12 - matching/drag and drop.</p>

LEVEL 3 – INTERPRETIVE LISTENING/ VIEWING

<i>Sample performance</i>	Can understand the basic purpose of a message such as distinguishing between an announcement and an advertisement, what a radio advertisement is selling, when and where an event will take place a voice message accepting or rejecting an invitation. I can understand messages related to my basic needs such as a clear and repeated announcement about a flight's departure time and gate, a teacher announcement about when an assignment is due, the date and time of when a voice message was recorded. I can understand questions and simple statements on everyday topics when I am part of a conversation such as questions about my class schedule, about my likes and dislikes, my health, etc.
<i>Sub-skills</i>	Listening /viewing to: <ul style="list-style-type: none"> • Identify information • Understand basic purpose of message / text • Understand main idea • Understand the context
<i>Lexical domain</i>	daily routines, leisure time activities, basic technology, shopping, food, health, occupation /professions, transportation, travel, vacation /tourism.
<i>Text type</i>	Simple authentic texts, Semi-contrived (recorded listening), direct speech, simple clear dialogues between 2 people. Simple-sentence-length speech, with some paragraph-like text, one utterance at a time.
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> • <i>Identify information (10 items)</i> • <i>Understand basic purpose of message / text (5 items)</i> • <i>Understand main idea (5 items)</i> • <i>Understand the context (5 items)</i> <p>13 - multiple choice 12 - matching/drag and drop</p>

LEVEL 4 – INTERPRETIVE READING

<i>Samples of performance</i>	Can understand simple personal questions such as questions asked on a career preference survey, what is asked for on a simple, popular magazine questionnaire, personal questions to complete a profile on a social media site, etc. Can understand basic information in ads, announcements, and other simple texts such as information in sales ads, on travel brochures, on food labels, etc. Can understand the main idea of what is read for personal enjoyment such as updates in entertainment magazines, posting in blogs on familiar topics and postcards from friends. Can read simple written exchange between other people such as the main idea of personal messages exchanged in chat rooms, of a biographical interview with a celebrity.
<i>Subskills</i>	Reading to: <ul style="list-style-type: none"> • Understand information • Understand purpose of text • Understand main idea • Recognize some basic supporting facts / details
<i>Lexical domain</i>	Transportation, travel and tourism, vacation, cultural events, current issues (environment and recycling), literature, arts, food, housing
<i>Text type</i>	Simple authentic texts. Paragraph-length, connected texts featuring information, description and narration. Information-rich texts with highly predictable order.
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> • <i>Understand information</i> • <i>Understand purpose (for whom, why is the text written / spoken; what is the text trying to do?) (5 items)</i> • <i>Understand main idea</i> • <i>Recognize some basic supporting facts / details (such as cause and effect, problem and solution, comparison and contrast, etc.)</i> 15 - multiple choice 10 - matching/drag and drop

LEVEL 4 – INTERPRETIVE LISTENING/ VIEWING

<i>Sample performance</i>	Can understand basic information in ads, announcements, and other simple recordings such as when, where and who is playing in a concert from a radio advertisement, the main message of an e-card greeting, what service is being offered in a TV ad, identify the type of film from a movie preview, etc. Can understand the main idea of what one listens to for personal enjoyment such as basic questions or statements during a video conference, a short YouTube clip, etc. Can understand messages related to everyday life such as a voice message about the time and place of meeting, a that an event has been postponed or cancelled, etc.
<i>Sub-skills</i>	Listening / viewing to understand: <ul style="list-style-type: none"> • information • purpose of message • main idea
<i>Lexical domain</i>	Transportation, travel and tourism, vacation, cultural events, current issues (environment and recycling), literature, arts, food, housing.
<i>Text type</i>	Simple authentic texts, semi-contrived (recorded listening), direct speech, clear dialogues btwn 2 people Paragraph-length speech with some connected text. Information-rich texts with highly predictable order
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> • <i>information (15 items)</i> • <i>purpose of message (for whom, why is the text written / spoken; what is the text trying to do?) (5 items)</i> • <i>main idea (5 items)</i> 13 - multiple choice 12 - matching/drag and drop

LEVEL 5 – INTERPRETIVE READING

<i>Samples of performance</i>	Can understand accounts on personal events and experiences such as information about an upcoming excursion, a friend's postcard describing family vacation, can sometimes follow short, written instructions when supported by visuals such as how to use an ATM, how to make an online purchase, basic instructions for playing a video game. I can understand the main idea of and a few supporting facts about famous people and historic events such as short summaries of historical figures' accomplishments, scientific discovery, etc. Can make some inferences, provided there is enough information in the text to do so.
<i>Subskills</i>	<p>Reading to:</p> <ul style="list-style-type: none"> • Understand the main idea • Understand the purpose (<i>for whom, why is the text written / spoken; what is the text trying to do?</i>) • Understand some supporting facts / details and the relationship between them (<i>such as cause and effect, problem and solution, comparison and contrast, etc.</i>) • Infer some basic information
<i>Lexical domain</i>	current issues (environment), technology, tourism and traveling, arts and event, literature.
<i>Text type</i>	<p>Simple authentic texts</p> <p>Connected paragraph-length texts featuring information, description, narration and simple argumentation.</p> <p>Information-rich texts with predictable order.</p>
<i>Item tasks and breakdown</i>	<p>TOT: 25 items</p> <ul style="list-style-type: none"> • Understand the main idea (5 items) • Understand the purpose (<i>for whom, why is the text written / spoken; what is the text trying to do?</i>) (5 items) • Understand some supporting facts / details and the relationship between them (<i>such as cause and effect, problem and solution, comparison and contrast, etc.</i>) (10 items) • Infer some basic information (5 items) <p>15 - multiple choice 8 - matching/drag and drop</p>

LEVEL 5 – INTERPRETIVE LISTENING/ VIEWING

<i>Sample performance</i>	Can understand straightforward information or interactions such as interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town; a tour guide’s description of a city’s history and attractions. Can understand a few details in ads, announcements, and other simple recordings such as nutritional recommendation in a public service health announcement, an ad about health or other current issues. Can sometimes understand situations with complicating factors such as a voice message from an exchange student telling why he will be late, a phone message about a change in meeting time and places, a message from the airline about changes to a flight schedule, etc.
<i>Sub-skills</i>	Listening / viewing to understand: <ul style="list-style-type: none"> • main idea • purpose / tone of text / message • some basic details
<i>Lexical domain</i>	Current issues (environment), technology, tourism and traveling, arts and events, literature.
<i>Text type</i>	Simple authentic texts, presentation, direct speech, dialogues btwn 2 people. Connected sentences-length speech with connected text. Information-rich texts with highly predictable order.
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> • main idea (15 items) • purpose / tone of text / message (5 items) • some basic details (5 items). 13 - multiple choice 12 - matching/drag and drop