The Languages Ladder: Steps to Success

**LISTENING**

<table>
<thead>
<tr>
<th>Mastery Stage</th>
<th>In development</th>
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**Preparation Stage** | In development

**Advanced Stage**

**Advanced - grades 10 - 12**

You should now be comfortable understanding a range of tones and a variety of registers. On completing this stage, you should be able to understand the majority of what you hear in the target language, including references to the culture and society of countries/countries where the language is spoken.

Task 1: You can identify the majority of items and be able to infer the meaning of a range of authentic passages/expressions spoken at a normal speed.

Task 2: You can understand the main points of authentic spoken passages and conversations in a range of different contexts.

**Intermediate Stage**

**Intermediate - grades 7 - 9**

You should now be comfortable with a range of tones, and should be able to understand authentic passages on familiar matters. On completing this stage, you should be able to maintain a conversation on predictable situations in a range of simple language.

Task 1: You can understand the main points of authentic spoken passages and conversations in a range of different contexts.

Task 2: You can understand the main points of authentic spoken passages and conversations in a range of different contexts.

**Preliminary Stage**

**Preliminary - grades 4 - 6**

On completing this stage, you should be able to understand and respond to simple spoken language, and should be able to infer the meaning of a range of authentic passages/expressions spoken at a normal speed.

Task 1: You can understand the main points of authentic spoken passages and conversations in a range of different contexts.

Task 2: You can understand the main points of authentic spoken passages and conversations in a range of different contexts.

**Breakthrough Stage**

**Breakthrough - grades 1 - 3**

On completing this stage, you should be able to understand and respond to simple spoken language, and should be able to infer the meaning of a range of authentic passages/expressions spoken at a normal speed.

Task 1: You can understand the main points of authentic spoken passages and conversations in a range of different contexts.

Task 2: You can understand the main points of authentic spoken passages and conversations in a range of different contexts.

**Target**

You should be able to communicate confidently and maintain a conversation using a wide range of everyday language. You should now be comfortable with a range of tones and a variety of registers. On completing this stage, you should be able to communicate confidently and maintain a conversation using a wide range of everyday language. You should now be comfortable with a range of tones and a variety of registers.

**Asset Languages**

Asset Languages is a Department for Education and Skills (DfES) funded project. The assessments are being developed using the Languages Ladder as criteria, by Cambridge Assessment through OCR and Cambridge ESOL, as part of the DfES National Languages Strategy.

**Teacher Assessment**

Teacher assessment takes place in the classroom and can be given to individual learners at any time. Teacher assessment provides learners with:

- A short-term motivational goal
- A good measure of their attainment for use in a range of informal contexts

**External Assessment**

Materials currently comprise a pack for each language and level. Scores are awarded separately for each grade. A small number of test tasks must be selected and administered. Teachers are encouraged to adapt some of the tasks where necessary, for example, to use already-taught vocabulary. One task is to be administered without changes, the intention being that this should help allocate the teacher assessment to the external assessment framework.

**Specific testing context**

- Test type
- Test type
- Test type

**Evaluation**

Does the test measure exactly what it claims to measure? Does the test score reflect the candidate’s actual ability? Does the test measure exactly what it claims to measure? Does the test score reflect the candidate’s actual ability?

**Generation**

Does the test measure exactly what it claims to measure? Does the test score reflect the candidate’s actual ability? Does the test measure exactly what it claims to measure? Does the test score reflect the candidate’s actual ability?

**Deduction**

External assessment leads to nationally recognized qualifications. External Assessments will be available:

- In 26 languages
- Across 4 skills – reading, writing, listening and speaking
- For primary, secondary and adult learners
- In paper and computer-based formats

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**Scale construction and standard-setting**

Constructing the Asset framework is conceptually a two-stage process. First construct a scale for each language and skill linking all the levels. Then set standards, selecting comparability across languages and learning contexts. For writing and speaking we must train raters to a common understanding of the skills to be measured. Constructing the Asset framework is conceptually a two-stage process. First construct a scale for each language and skill linking all the levels. Then set standards, selecting comparability across languages and learning contexts. For writing and speaking we must train raters to a common understanding of the skills to be measured.

**Language use**

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**Language for life**

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