



Task

ASSESSMENT ITEMS

TASK - Teacher Assessing Key Competences in School: authentic task based evaluation methodology

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ABOUT THIS DOCUMENT

This document collects the TASK assessment items for the evaluation of the Key Competence 1 Communication in mother tongue, Key Competence 2 Communication in a foreign language, Key Competence 4 Digital competence. The Assessment items, designed by project partners starting from the original VINTAGE assessment items, planned for adult learners, have been adapted and tried out and checked during the IO2 Piloting to fit with the school level ISCED2 and ISCED3.

Adaptation procedure

According to the Piloting report (IO2-A3) the collected evidences and highlights addressed to the assessment items mainly refer to the formulation of the task that should be more:

- *concrete,*
- *clear,*
- *detailed,*
- *action oriented,*
- *interactive,*
- *performable, or at least simulated, in the classroom and in the given situation.*

In other terms the assessment items are expected to ask for a performance and not to describe a performance.

The assessment items, then, are reformulated taking in consideration these remarks together with the main TASK assessment framework references:

- *the mastery level descriptors and the assessment items are compliant with the Common European Framework of Reference for Languages, and the Digicomp that is a Common European Framework of Reference for digital competences;*
- *the assessment items suggest tasks to be performed in a context of action realistic and right for the age of students of ISCED 2 and 3;*
- *some items propose the same task for ISCED 2 and 3, the difference is determined by the context of action and the language;*
- *the assessment items suggest tasks that can be really performed, or at least simulated, in the school context of students of ISCED 2 and 3. That is why the assessment items offer a suggestion, an example that the teacher can adapt. Further more they do not propose to generate problems, but suggests tasks that can be performed in the given situation. This is the case, for example, of*

situations and tasks related to the digital competence: the items do not suggest to connect devices, to run antivirus, etc.

- *the assessment items are based on a specific methodological approach of evaluation, that is the authentic task evaluation approach. That is why the assessment items offer an alternative to multiple choice questionnaires and paper based evaluation.*

How this document is organised

This documents contains the summary of the revised assessment items organized as following:

- *Mastery level description*
- *KC1 ISCED2/3 revised items*
- *KC2 ISCED2/3 revised items*
- *KC4 ISCED2 revised items*
- *Control Questions to evaluate the quality of the performance*

The document presents the assessment items fine tuned for each domain of the listed Key Competences. The tables show the new TASK perfected items compared with the original proposal of TASK adapted items.

The document contains the English versions and the translations in Italian, French, Spanish and Turkish.

MASTERY LEVELS

The piloting results record no remarks addressed to the Mastery level descriptors. Indeed, it deserves to underline how the Mastery level descriptors, as well as the assessment items, are compliant with the European frameworks, especially for the selected key competences 1,2,4, like the Common European Framework of Reference for Languages, and the Digicomp that is a Common European Framework of Reference for digital competences. This aspect is decisive in the TASK assessment Framework that intends to support the competence evaluation and certification.

The mastery levels descriptors, according to the TASK Framework introduce the learner in the assessment procedure. According to the chosen mastery level, the complexity of the task will vary.

Level D - initial: the learner, if guided, performs simple tasks in known situations.

Level C - basic: the learner performs simple tasks also in new situations, showing he has basic knowledge and abilities and can apply basic rules and acquired procedures.

Level B - intermediate: the learner performs new tasks and solves new problems, showing that he can use the acquired knowledge and abilities.

Level A - advanced: the learner performs complex tasks and solves complex problems, showing mastery in the use of knowledge and abilities; proposes and supports his opinions, and assumes responsibly informed decisions.

Each key competence is introduced with the descriptors of general situations identifying the above listed Mastery levels, guiding the initial self evaluation of the students that are expected to mirror their usual performance with these descriptors and to choose the most compliant with their behaviour.

KC1 COMMUNICATION IN THE MOTHER TONGUE

General situations for the Mastery Level identification

Read carefully the five situations. Then, choose the one that you recognize yourself the most, and you think represents your competence:

LEVEL D) I can understand phrases and the most used words related to areas of my interests. I can read very short, simple texts. I can communicate in simple way using simple information on familiar topics and activities. I can use a series of phrases and sentences to describe in simple words my family and other people. I can write short, simple notes and messages.

LEVEL C) I can understand the main points of clear standard speech on familiar matters often heard in work, school, leisure, etc. I can understand texts that consist of everyday language. I can connect short sentences in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple connected texts on familiar topics or of personal interest.

LEVEL B) I can understand extended speeches and follow even complex lines of argument provided the topic is familiar. I can read news and articles concerned with current problems in which the writers adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests.

LEVEL A) I can understand extended speeches even if they are structured in a complex way. I can understand sentences in which relationships are only implied and not signaled explicitly. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can express myself fluently and spontaneously without grammar errors. I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion. I can express myself in clear, well-structured text, expressing points of view at some length.

DOMAIN: LISTENING

Level D

ISCED2

Answering a phone call, your classmate is giving you information about the school assignments for tomorrow. Do all the homework assigned for tomorrow.

ISCED3

You are asked to follow instructions to reach a certain place (or to find an object).

Level C

ISCED2

You listen the explanation of how to perform a procedure. Show how to perform it to your classmate who missed the lesson.

ISCED3

You listen the explanation of how to perform a procedure. Show how to perform it to your classmate who missed the lesson.

Level B

ISCED2

You are listening a program on the TV. Refer the main points to your friends.

ISCED3

You are listening an interview in a current affairs program on the TV. Rephrase and refer the content to your classmate.

Level A

ISCED2

You are listening a documentary on the TV about an unknown topic. The speaker uses technical language and implies some relationships. Explain the meaning of the documentary to your classmates.

ISCED3

You are listening a documentary on the TV about an unknown scientific topic. The speaker uses metaphors and tends to imply some relationships. Explain the meaning

of the documentary to your classmates.

DOMAIN: READING

Level D

ISCED2

You read the departure time and the platform of your train (bus, flight, etc) on the Station display. Reach the platform of your train to catch the train on time.

ISCED3

You read a message from a friend informing you about the change of the meeting place, indicating you the instructions to reach the new meeting point at a certain time. Reach the appointment place.

Level C

ISCED2

Read the instruction (to play a game, to set a device, etc.). Follow the provided instructions.

ISCED3

You read an article on a news item (about your favorite football team, about your favorite singer, etc.) on an online newspaper. Report the news to your classmates.

Level B

ISCED2

You are intolerant to gluten. Read the food packaging to check that any ingredient includes gluten.

ISCED3

You read the patient information leaflet of the prescribed pills to your grandfather. Explain him the meaning of the medical terms and the contraindications.

Level A

ISCED2

You read long literary texts, for example a specialized article, about a new argument.

Explain the attitudes or viewpoints of the author.

ISCED3

You read long and complex factual and literary texts, for example a specialized article, which does not relate to your studies. Explain the attitudes or viewpoints of the author.

DOMAIN: SPOKEN INTERACTION

Level D

ISCED 2/3

A passerby asks you indications on how to reach the nearest metro station. Answer the question.

Level C

ISCED 2/3

Your friend asks you an opinion to make a choice. Give your suggestion and explain why.

Level B

ISCED 2/3

Taking part in a discussion with your friends, for example commenting a football match results, or debating about an argument, sustain your views and explain your judgments.

Level A

ISCED 2/3

Moderate a discussion in a group work with your classmates, invite participants to formulate ideas and opinions with precision, summarize the different points of view, reach a final conclusion supported with references and evidences.

DOMAIN: SPOKEN PRODUCTION

Level D

ISCED2/3

Introduce yourself to your classmates, telling something about you, of your daily life, interests, of your expectations.

Level C

ISCED 2/3

Tell the plot of a movie you liked, describing the characters, their actions, the main events.

Level B

ISCED 2/3

Present the results of your homework (a research, a problem of geometry, an experiment, etc.), using the specific terms, explaining the main steps, in a clear and detailed speech.

Level A

ISCED 2/3

Explain to your classmates an argument you deepened, clearly highlighting the main relevant aspects, and provide argumentations supporting the conclusions.

DOMAIN: WRITING

Level D

ISCED 2/3

Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.

Level C

ISCED 2/3

Take note of the most relevant points of a lesson, writing simple connected texts, and describe your impressions.

Level B

ISCED 2/3

Write a clear, detailed summary of a school topic, or an article for the school magazine, with no relevant grammar and syntactic errors.

Level A

ISCED 2/3

Write a detailed paper about a school topic (or about an experiment, an experience, etc.) with an effective logical structure, using a clear language and terms suited to the context, giving reasons in support or against your point of view, without grammar and syntactic errors.

DOMAIN: WRITING

Level D

ISCED 2/3

Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.

Level C

ISCED 2/3

Take note of the most relevant points of a lesson, writing simple connected texts, and describe your impressions.

Level B

ISCED 2/3

Write a clear, detailed summary of a school topic, or an article for the school magazine, with no relevant grammar and syntactic errors.

Level A

ISCED 2/3

Write a detailed paper about a school topic (or about an experiment, an experience, etc.) with an effective logical structure, using a clear language and terms suited to the context, giving reasons in support or against your point of view, without grammar and syntactic errors.

DOMAIN: LISTENING

Level D

ISCED2/3:

The teacher tells you to take some objects that are in the classroom. Take the objects she has indicated.

Level C

ISCED2/3:

The hotel receptionist gives you some options about renting a bike. Choose the most convenient.

Level B

ISCED2:

You are listening the TV news about a football match. Refer in your mother tongue the relevant points of the news.

Level B

ISCED3:

You are listening the TV news on current affairs. Refer in your mother tongue the relevant points of the news.

Level A

ISCED 2:

Your English friends are talking about their holidays. Find pictures representing the place, the season and the activities of their holidays.

Level A

ISCED 3:

You go to the doctor with a friend of yours. You listen to the explanation of the doctor about the symptoms, the diagnosis, the treatment. Explain everything to your friend, who didn't understand, in your mother tongue.

DOMAIN: READING

Level D

ISCED2 / 3:

You decide to make a cake. You read the list of ingredients and verify if you have everything you need.

Level C

ISCED2/3:

You bought a new video game. You read the instructions and set up the video game on your device.

Level B

ISCED2/3:

You read the reviews of three films on screening and choose the most favorable review.

Level A

ISCED2:

You read a newspaper article. Explain the viewpoints of the author in your mother

tongue.

Level A

ISCED3:

You read the comments of a videogame users. Explain the attitudes of the players in your mother tongue.

DOMAIN: SPOKEN INTERACTION

Level D

ISCED2/3:

You go to a clothes shop to buy a T- shirt. You ask the shop assistant for your size and your favorite color.

Level C

ISCED2/3:

You need to call your mum and your mobile is out of power. Ask somebody to make a call and explain the reasons of your needs.

Level B

ISCED2/3:

You phone to the manager of the place where you want to organize a party, asking about the facilities offered (date, kind of service, music, cost per person).

Level A

ISCED2/3:

You have to make an interview to a teacher of the school partner. Ask him/her some questions about the activities in the classroom.

DOMAIN: SPOKEN PRODUCTION

Level D

ISCED2/3:

Introduce yourself to your mates, describing your character, your interests, using simple sentences.

Level C

ISCED2/3:

Tell a friend about a guided visit you did with your class. Specify the place, the weather conditions, how you travelled.

Level B ISCED2/3:

Tell a friend about a past event that especially affected you, describing your emotions.

Level A ISCED2/3:

Talk about a celebrity/a sport character/a topic you are interested in: make a detailed description, give reasons of your choice.

DOMAIN: WRITING

Level D ISCED2/ISCED3:

Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.

Level C

ISCED2:

You want to join a gym course organized by your school. Write an email in which you ask about the timetable, the abilities required, the duration, the teachers, the kind of activities provided.

Level C

ISCED3:

Write an email to a music school asking for information about a guitar course: timetable, address, cost, duration, teachers, level of the course.

Level B

ISCED2:

You are attending to an online course and you have to introduce yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies.

Level B

ISCED3:

You are attending to an online course and you have to introduce yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies, your dreams.

Level A

ISCED2:

You write a review about a film/a book/a sport/ a cultural event that especially affected you. Explain the reason of your choice.

Level A

ISCED3:

You write a review about a film/ a book/ a sport/ a cultural event that especially affected you. Explain the reason of your choice and give your personal and critical point of view.

KC4 DIGITAL COMPETENCE

General situations for the Mastery Level identification

Read the five situations carefully and choose the one that you recognize yourself the most in or that you would relate your own performance in this particular competence to:

Level D) I use my device (computer, tablet, smartphone etc.) only for leisure activities like chatting with friends and computer games. If guided I behave safely online and I know little about computers/technology.

Level C) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games) but also to check news online and for school related activities. I know some rules on how to behave safely online but am not always sure how to put them into practice. I have a basic knowledge of how computers/technology works.

Level B) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games), to check news online and for school related activities. I know how I need to behave online to be safe and have a good knowledge of how computers/technology works.

Level A) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games), to check news online and for school related activities. I know how to behave safely online and proactively protect myself and others (e.g. from cyberbullying). I have an excellent knowledge of how computers work and keep myself updated on new developments.

DOMAIN: USE OF INFORMATION ISCED2

Level D

You have to search information on the construction of the Egyptian pyramids. Use a search engine and save the results on your computer.

Level C

You want your parents to buy you a new pair of shoes online. Use a browser to find the e-commerce websites to buy them, and to compare models, prices and shipping options.

Level B

A friend of yours shares on the web the advice that starting from tomorrow the message service you are using on your smartphone will be upon payment. Use a browser to verify if the information is true, comparing the results of your web search.

Level A

You have to write a school paper about a recent news. Look for the news on the web, compare the sources, gather and label the results in a digital archive so that they can be retrieved by your classmates.

DOMAIN: COMMUNICATION ISCED2

Level D

You have to communicate to your uncle that next weekend you will visit him. Send him an e-mail asking the read receipt.

Level C

You want to show to your friends the place where you spent your holidays. Send a group message using the e-mail or the message service on your smartphone attaching the holiday pictures.

Level B

In your neighborhood they are organizing a party and you are in charge to send the invitations. Choose the appropriate channels (forum, Facebook, e-mail, message service, etc.) to spread the invitation to as many people as possible, invite people and answer to the request of information.

Level A

You are the coordinator of a small group in your classroom and you have to do a schoolwork. Choose the appropriated online communication system in order to exchange files and work at a distance with your classmates.

DOMAIN: CONTENT CREATION ISCED2

Level D

Your teacher asks you the list of the textbooks used in your classroom in a digital format. Create the list using a word processor, or a grid, or a presentation, or a spreadsheet.

Level C

You have to do a web research about a school topic. Use a search engine to find different contents about the topic, then integrate them in a new digital document or a presentation.

Level B

Your teacher asks you to publish online the pictures of the schoolwork made by your class. Search and choose a free tool available on the web to publish contents online, and publish the pictures with tags and descriptions.

Level A

You are responsible for implementing a magazine about your favorite rock band. Realize the fanzine in a digital format, insert multimedia (pictures, videos, text), take care of the formatting and publish it online.

DOMAIN: SAFETY ISCED2

Level D

You have to create a personal profile to access on the school computer. Create the profile and choose a safe password.

Level C

You are opening an account (or you already have an account) on a social media (Facebook, Instagram, Google, etc.). Set the safety and privacy options on your personal profile in order to protect your personal data.

Level B

You are in an Internet point and you want to check your e-mail and access your personal profile. Set the privacy options on the browser in order to avoid to be tracked during the navigation and take precautions to protect your passwords.

Level A

A friend of yours who has no experience with the computer want to do some shopping online. Help him to find an e-commerce safe website and explain him how to open an account on it, make shopping and protect the payment data.

DOMAIN: PROBLEM SOLVING ISCED2

Level D

You have to install a new browser on your computer. Search the browser online, download it and install it.

Level C

You are doing a schoolwork. Take some photos with your smartphone and put them in a text document or a presentation to integrate the schoolwork.

Level B

Your computer suddenly has become very slow. Search and apply the best solution to make it faster.

Level A

A new operative system for the type of computer used in your school has been released. Evaluate the features, the price, the compatibility, and the performance of the new operative system and decide if the upgrading is advantageous.

THE QUALITY OF THE PERFORMANCE: CONTROL QUESTIONS

According to the TASK framework, once the learner performed the assigned real task, eventually collecting evidences (pictures, videos, artefacts, etc.), a list of control questions will guide the evaluation of the quality of the performance.

The 4 dimensions of the quality of the performance are the following:

Reflective dimension: How do you value your attitude to reflect on your actions while executing a procedure?

Autonomous dimension: How do you value your attitude to come up with new suggestions, inventing new actions/things?

Self-management dimension: How do you value your attitude to see opportunities, maintain motivation, come up with ideas?

Effectiveness dimension: How do you value your attitude to solve problems, overcoming obstacles, obtain results?

The following synoptic grid shows the chosen control questions organized into main quality dimension macro-areas and areas.

Quality dimension area	Quality dimensions	Control questions
REFLECTIVE DIMENSION	Critical thinking	Executing a task, do you consider alternatives to improve your actions? Executing a task, do you turn your experience in to action?
	Problem solving	Executing a task, are you the one who find solutions to overcome the obstacles? Executing a task, are you the one who set the problem?
AUTONOMOUS DIMENSION	Creativity	Executing a task, do you come up with new suggestions? Do you analyse the same situation from different points

		of view?
	Initiative	Are you the one who comes up with ideas? (12) Are you the one who sees opportunities?
SELF-MANAGEMENT DIMENSION	Risk assessment	Do you recognize threats before taking an action? Do you take the risks?
	Decision making	Do you collect info before taking decisions? Do you set acceptable conditions for taking decisions?
	Constructive management of feelings	Executing a task, can you maintain a good level of concentration? Executing a task, do you overcome stress?
EFFECTIVENESS DIMENSION	Effectiveness	Executing a task, do you accomplish what needs to be done? Do you bring the task to completion?
	Impact	Executing a task, do you make it work? Executing a task, do you meet the aim?
	Adequate use of resources	Executing a task, do you know the sources to gain necessary information? Executing a task, do you engage a balanced elapse of time?

ASSESSMENT ITEMS: TRANSLATION IN ITALIAN

PREMESSA

Questo documento raccoglie gli item di TASK per la valutazione delle Competenze Chiave 1 (Comunicazione nella lingua madre), Competenza Chiave 2 (Comunicazione in lingua straniera) e Competenza Chiave 4 (Competenza Digitale). Gli item, realizzati dal partenariato di TASK sulla base degli item originali del progetto Vintage, sono stati adattati e sperimentati durante la fase di piloting IO2 per renderli adeguati ai livelli scolastici ISCED2 e ISCED3.

Procedura di adattamento

Come riportato nel report del Piloting (IO2-A3) le evidenze raccolte e le raccomandazioni per il miglioramento degli item si focalizzano principalmente sulla **riformulazione del compito**, che deve essere:

- *più concreto*
- *più chiaro*
- *più dettagliato*
- *orientato all'azione*
- *interattivo*
- *eseguibile, o almeno simulabile, nel contesto della classe scolastica e in una situazione concreta.*

In altri termini, gli item di valutazione devono richiedere l'esecuzione di un compito e non semplicemente descriverlo. Gli item di valutazione sono perciò stati riformulati tenendo in considerazione queste osservazioni, e tenendo presente il quadro di riferimento del framework TASK:

- *i descrittori dei livelli di padronanza sono coerenti con il Quadro comune europeo di riferimento per la conoscenza delle lingue (CEFR) e con il Digital Competence Framework for Citizens (DIGCOMP);*
- *gli item di valutazione suggeriscono compiti da eseguirsi in un contesto realistico di azione e si adattano al livello di età degli studenti ISCED2 e ISCED3;*
- *alcuni degli item propongono il medesimo compito per i livelli ISCED2 e ISCED3, la differenza sarà determinata dal contesto di azione;*

- *gli item di valutazione suggeriscono compiti che possono essere eseguiti concretamente, o almeno simulati, nei contesti scolastici ISCED2 e ISCED3. Questo è il motivo per il quale gli item offrono un suggerimento, un esempio che l'insegnante può utilizzare così com'è o adattare. Inoltre, gli item non suggeriscono di generare un problema per poi risolverlo, ma suggeriscono compiti eseguibili nella situazione attuale. È il caso, ad esempio, delle situazioni e dei compiti relativi alla Competenza Digitale: gli item non suggeriscono di infettare un computer con un virus per poi risolvere il problema o situazioni analoghe;*
- *gli item di valutazione sono basati su un approccio metodologico che è quello del compito autentico. Per questo motivo essi forniscono un'alternativa ai test a scelta multipla e alle modalità di valutazione carta-e-penna.*

Struttura del documento

Questo documento è strutturato nel modo seguente:

descrizione dei livelli di padronanza;

Competenza Chiave 1, livelli di padronanza e item revisionati per ISCED2 e ISCED3;

Competenza Chiave 2, livelli di padronanza e item revisionati per ISCED2 e ISCED3;

Competenza Chiave 4, livelli di padronanza e item revisionati per ISCED2;

domande di controllo per la valutazione della qualità della performance.

Il documento riporta gli item revisionati per ciascuna delle 5 aree di ogni Competenza Chiave.

LIVELLI DI PADRONANZA

I risultati della sperimentazione non mettono in evidenza osservazioni riguardanti i livelli di padronanza. Occorre comunque ricordare che i descrittori dei livelli di padronanza, così come gli item di valutazione, sono coerenti con i quadri di riferimento europei:

Quadro comune europeo di riferimento per la conoscenza delle lingue (CEFR); Digital Competence Framework for Citizens (DIGCOMP). Questo aspetto è decisivo in quanto il framework TASK intende supportare il processo di valutazione e certificazione delle competenze. I descrittori dei livelli di padronanza introducono l'allievo nella procedura di autovalutazione. In accordo con il livello di padronanza selezionato, varia la complessità del compito proposto dagli item:

LIVELLO D – iniziale: l'allievo, se guidato, esegue semplici compiti in situazioni note;

LIVELLO C – di base: l'allievo esegue semplici compiti anche in situazioni nuove, mostrando di possedere conoscenze e capacità di base e di saper applicare regole di base e procedure apprese;

LIVELLO B – intermedio: l'allievo esegue nuovi compiti e risolve nuovi problemi, mostrando che è in grado di utilizzare le conoscenze e le capacità acquisite;

LIVELLO A – avanzato: l'allievo esegue compiti complessi e risolve problemi complessi, mostrando padronanza nell'uso di conoscenze e capacità; propone e sostiene le proprie opinioni, e assume decisioni informate in modo responsabile.

Ciascuna Competenza Chiave è introdotta dai descrittori generali dei livelli di padronanza, che guidano la fase iniziale di autovalutazione dell'allievo al quale è richiesto di identificare in uno dei 4 descrittori la propria padronanza nella performance.

KC1 COMUNICAZIONE NELLA MADRELINGUA

Scenari per identificare il proprio livello di padronanza della Competenza chiave 1

Leggi attentamente le situazioni. Scegli quella in cui ti riconosci o che meglio descrive la tua performance in questa particolare competenza:

LIVELLO D) Comprendo le espressioni e le parole più utilizzate che riguardano i miei interessi. Riesco a leggere testi molto brevi e semplici. Riesco a comunicare utilizzando semplici informazioni su argomenti e attività che mi sono familiari. So usare espressioni e frasi per descrivere in modo semplice la mia famiglia e altre persone. So scrivere testi brevi come appunti e messaggi.

LIVELLO C) Riesco a comprendere i punti principali di un discorso espresso in modo chiaro su argomenti familiari che riguardano lo studio, il tempo libero, ecc. So leggere e comprendere testi che riguardano la mia vita quotidiana. Riesco ad affrontare molte delle situazioni che si presentano quando viaggio in una zona dove si parla la mia lingua madre. Posso esprimermi utilizzando frasi brevi in modo semplice per descrivere le esperienze o avvenimenti che mi riguardano, i miei sogni, le mie speranze e le mie ambizioni. Riesco a scrivere un testo semplice relativo ad argomenti che siano familiari o di interesse personale.

LIVELLO B) Riesco a comprendere discorsi lunghi e seguire anche espressioni

complesse purché il tema mi sia familiare. Riesco a leggere articoli e relazioni su questioni di attualità in cui l'autore prende posizione ed esprime un punto di vista. Riesco a comunicare in modo spontaneo e con scioltezza sufficiente per interagire in modo normale con le persone che parlano la mia lingua madre. Riesco a esprimermi in modo chiaro e articolato su una vasta gamma di argomenti che mi interessano. Riesco a scrivere testi chiari e articolati su un'ampia varietà di argomenti che mi interessano.

LIVELLO A) Riesco a comprendere discorsi lunghi anche se non sono chiaramente strutturati e le relazioni fra le parti del discorso sono implicite. Leggo e comprendo testi letterari e informativi lunghi e complessi e so apprezzare le differenze di stile. Posso esprimermi in modo sciolto e spontaneo senza dovermi soffermare troppo a cercare le parole, o senza commettere errori di grammatica. Riesco a fornire descrizioni chiare e articolate su argomenti complessi, integrandovi temi secondari, sviluppando punti specifici e giungendo a una conclusione adeguata. Posso esprimermi in forma scritta, anche di una certa lunghezza, con un testo chiaro e ben strutturato, esprimendo i miei punti di vista.

DOMINIO: ASCOLTO – ISCED2

LIVELLO D

Rispondi al telefono: è un tuo compagno di classe che ti informa sui compiti da fare per domani. Fai i compiti che sono stati assegnati.

LIVELLO C

Ti spiegano come si esegue una procedura. Mostra come si esegue a un tuo compagno di classe che non era presente alla spiegazione.

LIVELLO B

Ascolti un programma alla TV. Riferisci ai tuoi amici gli argomenti principali.

LIVELLO A

Ascolti un documentario alla TV su un argomento che non conosci. Lo speaker usa un linguaggio tecnico e fa spesso dei riferimenti ad altri argomenti. Spiega il significato del documentario ai tuoi compagni di classe.

DOMINIO: ASCOLTO – ISCED3

LIVELLO D

Ascolta le istruzioni per raggiungere un dato posto (o trovare un certo oggetto).

LIVELLO C

Ti spiegano come si esegue una procedura. Mostra come si esegue a un tuo compagno di classe che non era presente alla spiegazione.

LIVELLO B

Ascolti un'intervista in un programma di attualità alla TV. Riassumi ed esponi il contenuto ai tuoi compagni di classe.

LIVELLO A

Ascolti un documentario alla TV su un argomento scientifico che non conosci. Lo speaker usa spesso metafore e fa riferimenti ad altri argomenti. Spiega il significato del documentario ai tuoi compagni di classe.

DOMINIO: LETTURA – ISCED2

LIVELLO D

Sei alla stazione e leggi sul display il binario e l'orario di partenza del tuo treno (autobus, volo, ecc.). Raggiungi il binario per prendere il treno in tempo.

LIVELLO C

Leggi le istruzioni su come si fa un gioco (o su come si programma un dispositivo). Segui le istruzioni.

LIVELLO B

Sei intollerante al glutine. Leggi gli ingredienti contenuti in una confezione di cibo per capire se contiene glutine.

LIVELLO A

Leggi un testo letterario lungo, ad esempio un articolo specializzato, su un argomento nuovo. Spiega il punto di vista dell'autore.

DOMINIO: LETTURA – ISCED3

LIVELLO D

Leggi il messaggio di un amico che ti informa che il luogo del vostro appuntamento è cambiato, e ti dà le istruzioni per raggiungere il nuovo luogo di incontro a una certa ora. Recati all'appuntamento.

LIVELLO C

Leggi una notizia sul tuo sport (o cantante) preferito su un notiziario online. Riferisci ciò che hai letto ai tuoi compagni di classe.

LIVELLO B

Leggi le informazioni sul foglietto illustrativo della medicina di tuo nonno. Spiegagli il significato dei termini medici e le controindicazioni.

LIVELLO A

Leggi un testo letterario lungo, e complesso ad esempio un articolo specializzato, su un argomento che non riguarda i tuoi studi. Spiega il punto di vista dell'autore.

DOMINIO: INTERAZIONE PARLATA – ISCED2

LIVELLO D

Un passante ti chiede come si raggiunge la fermata della metro più vicina. Rispondi alla sua domanda.

LIVELLO C

Un tuo amico ti chiede un'opinione su una scelta che deve fare. Dagli dei suggerimenti e spiegagli perché.

LIVELLO B

Stai discutendo con i tuoi amici a proposito dei risultati di una partita di calcio o di un altro argomento. Sostieni i tuoi punti di vista e spiega le tue motivazioni.

LIVELLO A

Stai moderando una discussione in un gruppo di lavoro nella tua classe. Invita i partecipanti a formulare idee e opinioni con precisione, riepiloga i diversi punti di vista, raggiungi una conclusione finale fondata su riferimenti e prove esterne.

DOMINIO: INTERAZIONE PARLATA – ISCED3

LIVELLO D

Un passante ti chiede come si raggiunge la fermata della metro più vicina. Rispondi alla sua domanda.

LIVELLO C

Un tuo amico ti chiede un'opinione su una scelta che deve fare. Dagli dei suggerimenti e spiegagli perché.

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Stai discutendo con i tuoi amici a proposito dei risultati di una partita di calcio o di un altro argomento. Sostieni i tuoi punti di vista e spiega le tue motivazioni.

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DOMINIO: PRODUZIONE ORALE – ISCED2

LIVELLO D

Presentati ai tuoi compagni di classe e racconta di te, della tua vita, dei tuoi interessi e dei tuoi desideri.

LIVELLO C

Racconta la trama di un film che ti è piaciuto, e descrivi i personaggi, le azioni e gli avvenimenti principali.

LIVELLO B

Presenta un compito che hai svolto (una ricerca, un problema di geometria, un esperimento, ecc.) usando termini specifici e illustra i diversi passaggi in modo chiaro e dettagliato.

LIVELLO A

Spiega ai tuoi compagni di classe un argomento che hai approfondito, evidenziando gli aspetti rilevanti e fornendo argomentazioni che illustrano le tue conclusioni.

DOMINIO: PRODUZIONE ORALE – ISCED3

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Presentati ai tuoi compagni di classe e racconta di te, della tua vita, dei tuoi interessi e dei tuoi desideri.

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Racconta la trama di un film che ti è piaciuto, e descrivi i personaggi, le azioni e gli

avvenimenti principali.

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LIVELLO A

Spiega ai tuoi compagni di classe un argomento che hai approfondito, evidenziando gli aspetti rilevanti e fornendo argomentazioni che illustrano le tue conclusioni.

DOMINIO : SCRITTURA – ISCED2

LIVELLO D

Compila un tuo breve profilo online: racconta chi sei, che cosa fai e quali sono le cose che ti piacciono.

LIVELLO C

Prendi appunti su una lezione che stai seguendo in classe, segnando i punti più importanti con frasi semplici e collegate tra loro, e aggiungi le tue impressioni.

LIVELLO B

Scrivi un riassunto chiaro e dettagliato di un argomento scolastico, o un articolo per la rivista scolastica, senza commettere errori di grammatica o di sintassi.

LIVELLO A

Scrivi un breve saggio dettagliato su un argomento scolastico (o su un esperimento, un'esperienza che hai vissuto, ecc.) con una struttura logica efficace, usando un linguaggio chiaro e termini appropriati, e esponi i pro e i contro dell'argomento senza commettere errori di grammatica o di sintassi.

DOMINIO : SCRITTURA – ISCED3

LIVELLO D

Compila un tuo breve profilo online: racconta chi sei, che cosa fai e quali sono le cose che ti piacciono.

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LIVELLO A

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COMPETENZA CHIAVE 2

COMUNICAZIONE IN LINGUE STRANIERE

LIVELLI DI PADRONANZA

Scenari per identificare il proprio livello di padronanza della Competenza Chiave 2

Leggi attentamente le cinque situazioni. Scegli quella in cui ti riconosci o che meglio descrive la tua performance in questa particolare competenza:

LIVELLO D) Comprendo parole familiari e espressioni molto brevi. Sono in grado di leggere nomi e parole comuni e semplici frasi. Riesco ad avere un grado minimo di interazione. Sono in grado di usare semplici frasi e affermazioni per descrivere dove vivo, chi sono, le persone che conosco etc. So scrivere brevi testi, messaggi di saluto, auguri.

LIVELLO C) Sono in grado di comprendere frasi brevi e i termini più utilizzati negli ambiti di mio interesse e di rilevanza personale. Riesco a leggere dei testi brevi e semplici. Posso comunicare nelle situazioni di routine che richiedono uno scambio minimo di informazioni su argomenti e attività a me familiari. Utilizzo una serie di frasi per descrivere con termini semplici la mia famiglia, le persone che conosco, etc.. So

scrivere semplici messaggi e brevi note.

LIVELLO B) Sono in grado di cogliere il significato di un discorso espresso in modo chiaro, riguardante argomenti a me noti o connessi al mio lavoro, ai miei studi, ai miei interessi, etc. Comprendo testi che descrivono con termini a me familiari la quotidianità e il mio lavoro. Sono in grado di cavarmela nelle situazioni che si presentano quando si viaggia in un posto dove si parla nella lingua straniera. So descrivere con frasi brevi e semplici esperienze ed eventi, le mie aspettative, le mie speranze, le mie ambizioni. So scrivere brevi testi su argomenti a me noti e di mio diretto interesse.

LIVELLO A) Riesco a capire un discorso lungo anche complesso, come delle lezioni o delle conferenze, purché il tema mi sia relativamente familiare. Riesco a leggere articoli e relazioni su questioni d'attualità in cui l'autore prende posizione ed esprime un punto di vista. Riesco a comunicare con un grado di spontaneità e scioltezza sufficiente per interagire in modo comune con interlocutori madrelingua. Riesco a esprimermi in modo chiaro e articolato su una vasta gamma di argomenti che mi interessano. Riesco a scrivere testi chiari e articolati su numerosi argomenti che mi interessano.

DOMINIO: ASCOLTO – ISCED2

LIVELLO D

L'insegnante ti chiede di prendere degli oggetti che sono nell'aula. Prendi gli oggetti che ha indicato.

LIVELLO C

L'impiegato dell'albergo ti fornisce alcune opzioni per affittare una bicicletta. Scegli la più conveniente.

LIVELLO B

Stai ascoltando le notizie in TV su una partita di calcio. Riferisci nella tua lingua madre i punti principali delle notizie.

LIVELLO A

I tuoi amici parlano delle loro vacanze. Trova delle fotografie che rappresentano il posto, la stagione e le attività delle loro vacanze.

DOMINIO: ASCOLTO – ISCED3

LIVELLO D

L'insegnante ti chiede di prendere degli oggetti che sono nell'aula. Prendi gli oggetti che ha indicato.

LIVELLO C

L'impiegato dell'albergo ti fornisce alcune opzioni per affittare una bicicletta. Scegli la più conveniente.

LIVELLO B

Stai ascoltando le notizie di attualità in TV. Riferisci nella tua lingua madre i punti principali delle notizie.

LIVELLO A

Accompagni un amico dal medico. Ascolti la spiegazione del medico sui sintomi, la diagnosi e la cura: spiega tutto nella tua lingua madre al tuo amico, che non ha compreso quanto ha detto il medico.

DOMINIO: LETTURA – ISCED2

LIVELLO D

Decidi di fare un dolce. Leggi la lista degli ingredienti e verifica se hai tutto ciò che ti occorre.

LIVELLO C

Hai comprato un nuovo videogioco. Leggi le istruzioni e installalo.

LIVELLO B

Al cinema proiettano tre film. Leggi le recensioni e scegli quale vedere.

LIVELLO A

Leggi un articolo di giornale. Spiega il punto di vista dell'autore nella tua lingua madre.

DOMINIO: LETTURA – ISCED3

LIVELLO D

Decidi di fare un dolce. Leggi la lista degli ingredienti e verifica se hai tutto ciò che ti occorre.

LIVELLO C

Hai comprato un nuovo videogioco. Leggi le istruzioni e installalo.

LIVELLO B

Al cinema proiettano tre film. Leggi le recensioni e scegli quale vedere.

LIVELLO A

Leggi i commenti di alcuni utenti di un videogioco. Spiega le loro impressioni nella tua lingua madre.

DOMINIO: INTERAZIONE PARLATA – ISCED2

LIVELLO D

Vai in un negozio di abbigliamento a comprare una t-shirt. Chiedi al commesso una maglietta della tua taglia e del tuo colore preferito.

LIVELLO C

Devi chiamare la tua mamma e il tuo telefono ha la batteria scarica. Chiedi a qualcuno se puoi chiamare dal suo telefono e spiega i motivi.

LIVELLO B

Telefona al proprietario del locale in cui vuoi organizzare una festa, chiedendo quali servizi offrono (tipo di servizi, musica, costo per persona)

LIVELLO A

Devi intervistare l'insegnante di un'altra scuola. Fagli domande su quali attività svolge in classe.

DOMINIO: INTERAZIONE PARLATA – ISCED3

LIVELLO D

Vai in un negozio di abbigliamento a comprare una t-shirt. Chiedi al commesso una maglietta della tua taglia e del tuo colore preferito.

LIVELLO C

Devi chiamare la tua mamma e il tuo telefono ha la batteria scarica. Chiedi a qualcuno se puoi chiamare dal suo telefono e spiega i motivi.

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Telefona al proprietario del locale in cui vuoi organizzare una festa, chiedendo quali servizi offrono (tipo di servizi, musica, costo per persona)

LIVELLO A

Devi intervistare l'insegnante di un'altra scuola. Fagli domande su quali attività svolge in classe.

DOMINIO: PRODUZIONE ORALE – ISCED2

LIVELLO D

Presentati ai tuoi compagni di classe, descrivendo il tuo carattere e i tuoi interessi con frasi semplici.

LIVELLO C

Racconta a un amico di una visita guidata che hai fatto con la tua classe. Descrivi il posto, le condizioni del tempo e che mezzi di trasporto hai utilizzato.

LIVELLO B

Racconta a un amico di un evento passato che ti ha colpito molto, descrivendo le tue emozioni.

LIVELLO A

Parla di un personaggio famoso, un campione sportivo o un argomento che ti interessa: fai una descrizione dettagliata, e spiega il perché della tua scelta.

DOMINIO: PRODUZIONE ORALE – ISCED3

LIVELLO D

Presentati ai tuoi compagni di classe, descrivendo il tuo carattere e i tuoi interessi con frasi semplici.

LIVELLO C

Racconta a un amico di una visita guidata che hai fatto con la tua classe. Descrivi il posto, le condizioni del tempo e che mezzi di trasporto hai utilizzato.

LIVELLO B

Racconta a un amico di un evento passato che ti ha colpito molto, descrivendo le tue emozioni.

LIVELLO A

Parla di un personaggio famoso, un campione sportivo o un argomento che ti interessa: fai una descrizione dettagliata, e spiega il perché della tua scelta.

DOMINIO: SCRITTURA – ISCED2

LIVELLO D

Compila il tuo profilo online: scrivi chi sei, che cosa fai e quali sono le cose che ti piacciono.

LIVELLO C

Vuoi seguire un corso di ginnastica organizzato dalla tua scuola. Scrivi un'e-mail chiedendo l'orario, i requisiti, la durata, il tipo di attività svolte.

LIVELLO B

Stai seguendo un corso online e devi inserire un tuo profilo sulla piattaforma del corso. Scrivi chi sei, che cosa fai, come è composta la tua famiglia, dove vivi, dove vai a scuola e quali sono i tuoi interessi.

LIVELLO A

Scrivi una recensione su un film, o un libro o un evento sportivo o culturale che ti ha colpito molto. Spiega i motivi della tua scelta.

DOMINIO: SCRITTURA – ISCED3

LIVELLO D

Compila il tuo profilo online: scrivi chi sei, che cosa fai e quali sono le cose che ti piacciono.

LIVELLO C

Scrivi un'e-mail a una scuola di musica per chiedere informazioni su un corso di chitarra: orario, indirizzo, costo, durata e livello del corso.

LIVELLO B

Stai seguendo un corso online e devi inserire un tuo profilo sulla piattaforma del corso. Scrivi chi sei, che cosa fai, come è composta la tua famiglia, dove vivi, dove vai a scuola e quali sono i tuoi interessi e le tue aspirazioni.

LIVELLO A

Scrivi una recensione su un film, o un libro o un evento sportivo o culturale che ti ha colpito molto. Spiega i motivi della tua scelta e dai la tua opinione personale.

COMPETENZA CHIAVE 2 COMUNICAZIONE IN LINGUE STRANIERE

LIVELLI DI PADRONANZA

Scenari per identificare il proprio livello di padronanza della Competenza Chiave 2

Leggi attentamente le quattro situazioni. Scegli quella in cui ti riconosci o che meglio descrive la tua performance in questa particolare competenza:

LIVELLO D) Uso i miei dispositivi (computer, tablet, smartphone, ecc.) solo per svago, ad esempio per chattare con gli amici o per giocare. Se mi danno aiuto so come navigare sicuro in Internet, e ho alcune nozioni sui computer e la tecnologia.

LIVELLO C) Uso i miei dispositivi (computer, tablet, smartphone, ecc.) per svago, ad esempio per chattare con gli amici o per giocare, ma anche per leggere notizie online e per attività scolastiche. Conosco alcune regole su come navigare sicuri in Internet ma non sempre so metterle in pratica. Ho una conoscenza di base di come funzionano i computer e la tecnologia.

LIVELLO B) Uso i miei dispositivi (computer, tablet, smartphone, ecc.) per svago, ad esempio per chattare con gli amici o per giocare, per leggere notizie online e per attività scolastiche. So come navigare in sicurezza in Internet. Ho una buona conoscenza di come funzionano i computer e la tecnologia.

LIVELLO A) Uso i miei dispositivi (computer, tablet, smartphone, ecc.) per svago, ad esempio per chattare con gli amici o per giocare, per leggere notizie online e per attività scolastiche. So come navigare in sicurezza in Internet e come difendere me stesso e gli altri dal cyberbullismo e da altri pericoli. Ho un'ottima conoscenza di come funzionano i computer e la tecnologia.

DOMINIO: USO DELL'INFORMAZIONE – ISCED2

LIVELLO D

Devi cercare informazioni sulla costruzione delle piramidi egizie per una ricerca scolastica. Usa un motore di ricerca e salva i risultati sul tuo computer.

LIVELLO C

Vuoi che i tuoi genitori ti comprino un nuovo paio di scarpe. Usa un motore di ricerca per trovare i siti che le vendono online, e per confrontare modelli, prezzi e modalità di spedizione.

LIVELLO B

Un tuo amico ha condiviso in Internet un avviso che dice che da domani il programma di messaggistica che usi sul tuo smartphone sarà a pagamento. Usa un motore di ricerca per verificare se l'informazione è vera, e confronta i risultati della tua ricerca.

LIVELLO A

Devi scrivere una relazione su un recente fatto di attualità. Cerca la notizia in rete, metti a confronto le fonti, raccogli ed etichetta i risultati in un archivio digitale in modo che possano essere utilizzati dai tuoi compagni di classe.

DOMINIO: COMUNICAZIONE – ISCED2

LIVELLO D

Devi avvisare un tuo parente che il prossimo fine settimana lo andrai a trovare. Mandagli un'e-mail chiedendo la conferma di lettura.

LIVELLO C

Vuoi mostrare ad alcuni amici dove hai passato le vacanze. Invia un messaggio di gruppo usando l'e-mail o la messaggistica del telefono, e allega le foto delle vacanze.

LIVELLO B

Stanno organizzando una festa nel tuo quartiere e devi occuparti degli inviti. Scegli i canali appropriati (forum, Facebook, e-mail, messaggistica sul telefono, ecc.) per diffondere l'invito al maggior numero possibile di persone, manda gli inviti e rispondi alle richieste di informazioni.

LIVELLO A

Coordini un gruppo di lavoro nella tua classe e dovete eseguire una ricerca. Scegli i sistemi appropriati per comunicare, scambiare file e lavorare a distanza sullo stesso documento.

DOMINIO: CREAZIONE DI CONTENUTI – ISCED2

LIVELLO D

L'insegnante ti chiede la lista in formato digitale dei libri di testo usati nella tua classe. Crea la lista usando un programma per creare testi, o una tabella, o una presentazione, o un foglio di calcolo.

LIVELLO C

Devi fare una ricerca in Internet su un argomento scolastico. Usa un motore di ricerca per trovare diversi materiali sull'argomento, poi integrali in un nuovo documento digitale o una presentazione.

LIVELLO B

L'insegnante ti chiede di pubblicare online le foto di un lavoro che avete realizzato in classe. Cerca e scegli uno strumento disponibile gratis sul web per pubblicare contenuti online, e con esso pubblica le foto aggiungendo tag e descrizioni.

LIVELLO A

Hai il compito di realizzare il numero di una rivista dedicata al tuo artista rock preferito. Realizza la rivista in formato digitale, inserisci contenuti multimediali (immagini, video, testi), formatta, impagina e pubblica online.

DOMINIO: SICUREZZA – ISCED2

LIVELLO D

Devi creare un tuo profilo personale per accedere al computer della scuola. Crea il profilo e scegli una password sicura.

LIVELLO C

Ti stai iscrivendo (o sei già iscritto) su un social media (Facebook, Instagram, Google, ecc.). imposta le opzioni di sicurezza e privacy sul tuo profilo per proteggere i tuoi dati personali.

LIVELLO B

Sei in un Internet Point e vuoi controllare la posta e accedere al tuo profilo personale. Imposta le opzioni di navigazione nel browser per non far tracciare i siti che visiti e adotta precauzioni per proteggere la tua password.

LIVELLO A

Un tuo amico inesperto di computer deve fare degli acquisti online. Aiutalo a individuare un sito in cui possa fare acquisti in sicurezza e spiegagli come aprire un account su quel sito e proteggere i dati della sua carta di credito.

DOMINIO: RISOLVERE PROBLEMI – ISCED2

LIVELLO D

Devi installare un nuovo browser sul tuo computer. Cerca il browser in Internet, scaricalo e installalo.

LIVELLO C

Stai facendo una ricerca scolastica. Scatta delle foto con il tuo smartphone e inseriscile in un documento di testo o una presentazione.

LIVELLO B

Il tuo computer è improvvisamente diventato lento. Cerca e applica la soluzione migliore per renderlo più veloce.

LIVELLO A

È uscita la nuova versione di un sistema operativo per il computer della tua scuola. Valuta le sue prestazioni, il prezzo, la compatibilità, e decidi se è vantaggioso fare l'aggiornamento.

LA QUALITÀ DELLA PERFORMANCE: DOMANDE DI CONTROLLO

Come previsto nel framework TASK, una volta che l'allievo ha eseguito il compito autentico che gli è stato assegnato e avere (opzionalmente) raccolto evidenze quali immagini, video, artefatti, ecc., sarà guidato con una lista di domande di controllo a valutare la propria performance. Le 4 dimensioni della qualità sono le seguenti:

Dimensione riflessiva: come valuti la tua attitudine a riflettere sulle tue azioni mentre esegui una procedura?

Dimensione dell'autonomia: come valuti la tua attitudine a fornire nuovi

suggerimenti e inventare nuove azioni o cose?

Dimensione dell'autocontrollo: come valuti la tua attitudine a vedere opportunità, mantenere alta la motivazione, avere nuove idee?

Dimensione dell'efficacia: come valuti la tua attitudine a risolvere problemi, superare ostacoli, ottenere risultati?

La griglia sinottica mostra le domande di controllo selezionate, organizzate in macroaree e dimensioni della qualità.

MACROAREA: DIMENSIONE DELLA QUALITÀ	DIMENSIONE DELLA QUALITÀ	DOMANDA DI CONTROLLO
DIMENSIONE RIFLESSIVA	PENSIERO CRITICO	Quando esegui un compito, consideri alternative per migliorare le tue azioni? Quando esegui un compito, trasformi la tua esperienza in azione?
	SOLUZIONE DI PROBLEMI	Quando esegui un compito, sei tu che trovi soluzioni per superare gli ostacoli? Quando esegui un compito, sei tu che definisci il problema?
DIMENSIONE DELL'AUTONOMIA	CREATIVITÀ	Quando esegui un compito, dai nuovi suggerimenti? Analizzi la stessa situazione da diversi punti di vista?
	INIZIATIVA	Hai nuove idee da applicare? Vedi nuove opportunità?
DIMENSIONE DELL'AUTOCONTROLLO	VALUTAZIONE DEL RISCHIO	Individui i rischi prima di intraprendere un'azione? Affronti i rischi?
	ASSUNZIONE DI DECISIONI	Raccogli informazioni prima di prendere una decisione? Definisci condizioni accettabili per prendere delle decisioni?
	GESTIONE COSTRUTTIVA DELLE EMOZIONI	Quando esegui un compito, mantieni un buon livello di concentrazione? Quando esegui un compito, sai dominare lo stress?
DIMENSIONE DELL'EFFICACIA	EFFICACIA	Quando esegui un compito, esegui tutto ciò che va fatto? Completi il compito?
	IMPATTO	Quando esegui un compito, lo fai con efficacia? Quando esegui un compito, raggiungi lo scopo prefissato?
	USO ADEGUATO DELLE RISORSE	Quando esegui un compito, sai dove raccogliere le informazioni necessarie? Quando esegui un compito, lo fai in un tempo adeguato?

ASSESSMENT ITEMS: TRANSLATION IN FRENCH

NIVEAUX DE MAÎTRISE

Il est important de souligner que les descripteurs de niveaux de Maîtrise, aussi bien que les items d'évaluation, sont conformes avec les cadres européens (particulièrement pour les compétences clés choisies 1,2,4) comme le Cadre européen Commun de Référence pour des Langues et le Digicomp, qui est un Cadre européen Commun de Référence pour des compétences numériques. Cet aspect est décisif dans l'évaluation de TASK qui a l'intention de soutenir l'évaluation de compétences et la certification de celles-ci. Les descripteurs de niveaux de maîtrise, selon le Cadre de TASK introduisent l'apprenant dans la procédure d'évaluation. Selon le niveau de maîtrise choisi, la complexité de la tâche variera.

Original item	Translated item
Level D - initial: the learner, if guided, performs simple tasks in known situations.	Niveau D -Débutant: l'apprenant, si guidé, exécute des tâches simples dans des situations connues.
Level C - basic: the learner performs simple tasks also in new situations, showing he has basic knowledge and abilities and can apply basic rules and acquired procedures.	Niveau C -Basique : l'apprenant exécute des tâches simples également dans de nouvelles situations, montrant qu'il a des connaissances et des capacités de base et peut appliquer des règles de base et des procédures acquises.
Level B - intermediate: the learner performs new tasks and solves new problems, showing that he can use the acquired knowledge and abilities.	Niveau B -Intermédiaire: l'apprenant exécute de nouvelles tâches et résout de nouveaux problèmes, montrant qu'il peut utiliser les connaissances et les capacités qu'il a acquises.
Level A - advanced: the learner performs complex tasks and solves complex problems, showing mastery in the use of knowledge and abilities; proposes and supports his opinions, and assumes responsibly informed decisions.	Niveau A -Avancé: l'apprenant exécute des tâches complexes et résout des problèmes complexes, montrant la maîtrise dans l'utilisation de ses connaissances et ses capacités; propose et soutient ses avis et assume avec sérieux des décisions éclairées.

Chaque compétence clé est présentée avec les descripteurs de situations générales identifiant la susdite liste des niveaux de maîtrise, guidant l'initiale auto-évaluation des étudiants, qui sont censés choisir en fonction de leurs performances habituelles avec ces descripteurs et choisir ce qui correspondrait le mieux à leur comportement.

KC1 COMMUNICATION EN LANGUE MATERNELLE

Situations générales pour identifier le Niveau de Maîtrise

Lis les cinq situations suivantes avec attention et choisis celle dans laquelle tu te reconnais le plus, ou celle qui correspondrait le mieux à ta performance dans cette compétence spécifique :

Original item	Translated item
LEVEL D) I can understand phrases and the most used words related to areas of my interests. I can read very short, simple texts. I can communicate in simple way using simple information on familiar topics and activities. I can use a series of phrases and sentences to describe in simple words my family and other people. I can write short, simple notes and messages.	Niveau D) Je peux comprendre les expressions et les mots les plus utilisés liés aux domaines de mes intérêts. Je peux lire des textes très courts, simples. Je peux communiquer de façon simple en utilisant des informations simples sur des sujets et des activités familiers. Je peux utiliser une série d'expressions et des phrases pour décrire dans des mots simples ma famille et d'autres personnes. Je peux écrire des notes courtes, simples et des messages.
LEVEL C) I can understand the main points of clear standard speech on familiar matters often heard in work, school, leisure, etc. I can understand texts that consist of everyday language. I can connect short sentences in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple connected texts on familiar topics or of personal interest.	Niveau C) Je peux comprendre les points principaux d'un discours standard clair sur des sujets familiers en rapport avec le travail, l'école, les loisirs, etc. Je peux comprendre les textes rédigés en langage courant. Je peux connecter des phrases courtes d'une façon simple pour décrire des expériences et des événements, mes rêves, espoirs et ambitions. Je peux écrire des textes connectés simplement sur des sujets familiers ou d'intérêt personnel.
LEVEL B) I can understand extended speeches and follow even complex lines of argument provided the topic is	Niveau B) Je peux comprendre des discours riches et suivre les lignes même complexes d'un débat à condition que le sujet soit familier. Je peux lire des nouvelles et des

<p>familiar. I can read news and articles concerned with current problems in which the writers adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests.</p>	<p>articles qui traitent de problèmes actuels dont les auteurs adoptent des positions ou des points de vue particuliers. Je peux interagir avec un degré d'aisance et une spontanéité qui font que l'interaction courante avec des locuteurs natifs soit tout à fait possible. Je peux présenter des descriptions claires et détaillées sur une vaste gamme de sujets liés à mon champ d'intérêt. Je peux écrire un texte clair, détaillé sur une vaste gamme de sujets liés à mes intérêts.</p>
<p>LEVEL A) I can understand extended speeches even if they are structured in a complex way. I can understand sentences in which relationships are only implied and not signaled explicitly. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can express myself fluently and spontaneously without grammar errors. I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion. I can express myself in clear, well-structured text, expressing points of view at some length.</p>	<p>Niveau A) Je peux comprendre des discours riches même s'ils sont structurés d'une façon complexe. Je peux comprendre des phrases dans lesquelles les relations sont seulement implicites et pas signalées explicitement. Je peux comprendre des textes longs, factuels, littéraires et complexes, et apprécier les distinctions de style. Je peux m'exprimer couramment et spontanément sans erreurs de grammaire. Je peux présenter des descriptions claires, détaillées de sujets complexes intégrant des sous-thèmes, développant des points particuliers et terminant avec une conclusion appropriée. Je peux m'exprimer avec un texte clair et structuré, exprimant des points de vue assez longuement.</p>

DOMAINE: COMPRÉHENSION ORALE

Niveau D

Original item	Translated item
<p>ISCED2 Answering a phone call, your classmate is giving you information about the school assignments for tomorrow. Do all the homework assigned for tomorrow.</p>	<p>Répondant à un appel téléphonique, ton camarade de classe te donne des informations sur les devoirs à faire pour le lendemain. Fais tous les devoirs donnés pour le lendemain.</p>

ISCED3 You are asked to follow instructions to reach a certain place (or to find an object).	On te demande de suivre des instructions pour atteindre un certain endroit (ou pour trouver un objet).
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Niveau C

Original item	Translated item
ISCED2 You listen the explanation of how to perform a procedure. Show how to perform it to your classmate who missed the lesson.	Tu écoutes les explications pour savoir comment mettre en œuvre une procédure. Montre comment procéder à ton camarade qui a raté la leçon.
ISCED3 You listen the explanation of how to perform a procedure. Show how to perform it to your classmate who missed the lesson.	Tu écoutes les explications pour savoir comment mettre en œuvre une procédure. Montre comment procéder à ton camarade qui a raté la leçon.

Niveau B

Original item	Translated item
ISCED2 You are listening a program on the TV. Refer the main points to your friends.	Tu écoutes une émission de télévision. Rapporte l'essentiel de l'émission à tes amis.
ISCED3 You are listening an interview in a current affairs program on the TV. Rephrase and refer the content to your classmate.	Tu écoutes une interview dans une émission d'actualités télévisées. Reformule et rapporte le contenu à ton camarade de classe.

Niveau A

Original item	Translated item
ISCED2 You are listening a documentary on the TV about an unknown topic. The speaker uses technical language and implies some relationships. Explain the meaning of the documentary to your classmates.	Tu écoutes un documentaire à la télévision à propos d'un sujet que tu ne connais pas. Le locuteur utilise un langage technique et suggère des relations. Explique le sens du documentaire à tes camarades de classe.
ISCED3 You are listening a documentary on the TV about an unknown scientific topic. The speaker uses metaphors and tends to imply some relationships. Explain	Tu écoutes un documentaire à la télévision à propos d'un sujet scientifique que tu ne connais pas. Le locuteur utilise des métaphores et tend à suggérer des relations. Explique le

the meaning of the documentary to your classmates.

sens du documentaire à tes camarades de classe.

DOMAINE: LECTURE

Niveau D

Original item	Translated item
<p>ISCED2</p> <p>You read the departure time and the platform of your train (bus, flight, etc) on the station display. Reach the platform of your train to catch the train on time.</p>	<p>Tu lis l'horaire de départ et la voie de ton train (bus, vol, etc.) sur le panneau d'affichage. Va sur le quai et sois à l'heure pour ton train.</p>
<p>ISCED3</p> <p>You read a message from a friend informing you about the change of the meeting place, indicating you the instructions to reach the new meeting point at a certain time. Reach the appointment place.</p>	<p>Tu lis un message d'un ami qui t'informe du changement de votre rendez-vous et qui t'indique les instructions à suivre pour atteindre le nouveau point de rendez-vous à une certaine heure. Va au rendez-vous.</p>

Niveau C

Original item	Translated item
<p>ISCED2</p> <p>Read the instruction (to play a game, to set a device, etc.). Follow the provided instructions.</p>	<p>Lis les instructions (pour jouer à un jeu, pour mettre en place un dispositif, etc.). Suis les instructions données.</p>
<p>ISCED3</p> <p>You read an article on a news item (about your favorite football team, about your favorite singer, etc.) on an online newspaper. Report the news to your classmates.</p>	<p>Tu lis un article sur un sujet d'actualité (à propos de ton équipe de football préférée, de ton chanteur préféré, etc.) sur un journal en ligne. Rappelle les nouvelles à tes camarades de classe.</p>

Niveau B

Original item	Translated item
ISCED2 You are intolerant to gluten. Read the food packaging to check that any ingredient includes gluten.	Tu es intolérant au gluten. Lis l'emballage alimentaire pour vérifier qu'aucun ingrédient n'inclue du gluten.
ISCED3 You read the patient information leaflet of the prescribed pills to your grandfather. Explain him the meaning of the medical terms and the contraindications.	Tu lis la notice des médicaments prescrits à ton grand-père. Explique-lui le sens des termes médicaux et les contre-indications.

Niveau A

Original item	Translated item
ISCED2 You read long literary texts, for example a specialized article, about a new argument. Explain the attitudes or viewpoints of the author.	Tu lis de longs textes littéraires, par exemple un article spécialisé, à propos d'un nouveau débat. Explique les positions ou les points de vue de l'auteur.
ISCED3 You read long and complex factual and literary texts, for example a specialized article, which does not relate to your studies. Explain the attitudes or viewpoints of the author.	Tu lis de longs textes littéraires complexes et factuels, par exemple un article spécialisé, qui n'a pas de rapport avec tes études. Explique les positions ou les points de vue de l'auteur.

Domaine: Interaction orale

Niveau D

Original item	Translated item
<p>ISCED 2/3</p> <p>A passerby asks you indications on how to reach the nearest metro station. Answer the question.</p>	<p>Un passant te demande comment aller à la station de métro la plus proche. Réponds à la question.</p>

Niveau C

Original item	Translated item
<p>ISCED 2/3</p> <p>Your friend asks you an opinion to make a choice. Give your suggestion and explain why.</p>	<p>Ton ami te demande ton avis pour faire un choix. Donne tes suggestions et explique pourquoi.</p>

Niveau B

Original item	Translated item
<p>ISCED 2/3</p> <p>Taking part in a discussion with your friends, for example commenting a football match results, or debating about an argument, sustain your views and explain your judgments.</p>	<p>En prenant part à une discussion avec tes amis, par exemple en commentant les résultats d'un match de football, ou en débattant dans une discussion, étaye tes arguments et explique ton point de vue.</p>

Niveau A

Original item	Translated item
<p>ISCED 2/3</p> <p>Moderate a discussion in a group work with your classmates, invite participants to formulate ideas and opinions with precision, summarize the different points of view, reach a final conclusion supported with references and evidences.</p>	<p>Anime un débat dans un groupe de travail avec tes camarades de classe: invite les participants à formuler leurs idées et leurs opinions avec précision, résume leurs différents points de vue, conclue en t'appuyant sur des références et des preuves.</p>

Domaine: Production orale en continu

Niveau D

Original item	Translated item
ISCED2/3 Introduce yourself to your classmates, telling something about you, of your daily life, interests, of your expectations.	Présente toi à tes camarades, en leur disant quelque chose sur toi, ta vie quotidienne, tes centres d'intérêts, tes attentes.

Niveau C

Original item	Translated item
ISCED 2/3 Tell the plot of a movie you liked, describing the characters, their actions, the main events.	Raconte l'intrigue d'un film que tu as aimé, en décrivant les personnages, leurs actions, les événements principaux.

Niveau B

Original item	Translated item
ISCED 2/3 Present the results of your homework (a research, a problem of geometry, an experiment, etc.), using the specific terms, explaining the main steps, in a clear and detailed speech.	Présente les résultats de tes devoirs à la maison (une recherche, un problème de géométrie, une expérience, etc.), en utilisant les termes spécifiques, en expliquant les principales étapes, dans un discours clair et détaillé.

Niveau A

Original item	Translated item
ISCED 2/3 Explain to your classmates an argument you deepened, clearly highlighting the main relevant aspects, and provide argumentations supporting the conclusions.	Explique à tes camarades une argumentation que tu as approfondie, en mettant clairement en valeur les principaux aspects pertinents, et en donnant des arguments qui mènent à la conclusion.

DOMAINE: PRODUCTION ÉCRITE

Level D

Original item	Translated item
ISCED 2/3 Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.	Remplis les informations demandées pour un profil sur internet. Présente-toi, décris tes traits de caractère et tes préférences.

Niveau C

Original item	Translated item
ISCED 2/3 Take note of the most relevant points of a lesson, writing simple connected texts, and describe your impressions.	Prends en notes les points principaux d'une leçon, en écrivant des textes simples articulés, et décris tes impressions.

Niveau B

Original item	Translated item
ISCED 2/3 Write a clear, detailed summary of a school topic, or an article for the school magazine, with no relevant grammar and syntactic errors.	Ecris un résumé clair et détaillé d'un sujet scolaire, ou un article pour le magazine de l'école, sans grosses erreurs de grammaire ou de syntaxe.

Niveau A

Original item	Translated item
ISCED 2/3 Write a detailed paper about a school topic (or about an experiment, an experience, etc.) with an effective logical structure, using a clear language and terms suited to the context, giving reasons in support or against your point of view, without grammar and	Ecris un article détaillé sur un sujet scolaire (ou sur une expérience, une expérimentation, etc.) avec une structure logique et efficace, en utilisant un langage clair et des termes qui conviennent au contexte, en donnant des raisons qui viennent supporter ou

syntactic errors	contrecarrer ton point de vue, sans erreurs de grammaire ou de syntaxe.
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KC2 COMMUNICATION EN LANGUE ETRANGERE

Situations générales pour identifier le Niveau de Maîtrise

Lis les cinq situations suivantes avec attention et choisis celle dans laquelle tu te reconnais le plus, ou celle qui correspondrait le mieux à ta performance dans cette compétence spécifique :

Original item	Translated item
LEVEL D) I can understand phrases and the most used words related to areas of my interests. I can read very short, simple texts. I can communicate in simple way using simple information on familiar topics and activities. I can use a series of phrases and sentences to describe in simple words my family and other people. I can write short, simple notes and messages.	NIVEAU D) Je peux comprendre des expressions et les mots les plus utilisés liés aux domaines de mes intérêts. Je peux lire des textes très courts et simples. Je peux communiquer de façon simple en utilisant des informations simples sur des sujets et des activités familiers. Je peux utiliser une série d'expressions et des phrases pour décrire ma famille et autres personnes dans des mots simples. Je peux écrire des notes courtes, simples et des messages.
LEVEL C) I can understand the main points of clear standard speech on familiar matters often heard in work, school, leisure, etc. I can understand texts that consist of everyday language. I can connect short sentences in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple connected texts on familiar topics or of personal interest.	NIVEAU C) Je peux comprendre les points principaux d'un discours standard clair sur des sujets familiers en rapport avec le travail, l'école, les loisirs, etc. Je peux comprendre les textes rédigés en langage courant. Je peux connecter des phrases courtes de façon simple pour décrire des expériences et des événements, mes rêves, mes espoirs et ambitions. Je peux écrire des textes connectés simplement sur des sujets familiers ou d'intérêt personnel.
LEVEL B) I can understand extended speeches and follow even complex lines of argument provided the topic is familiar. I can read news and articles	NIVEAU B) Je peux comprendre des discours riches et suivre les lignes même complexes de débats à condition que le sujet soit familier. Je peux lire des

<p>concerned with current problems in which the writers adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests.</p>	<p>nouvelles et des articles qui traitent de problèmes actuels dont les auteurs adoptent des positions ou des points de vue particuliers. Je peux interagir avec un degré d'aisance et une spontanéité qui font que l'interaction courante avec des locuteurs natifs soit tout à fait possible. Je peux présenter des descriptions claires et détaillées sur une vaste gamme de sujets liés à mes intérêts. Je peux écrire un texte clair et détaillé sur une vaste gamme de sujets liés à mes intérêts.</p>
<p>LEVEL A) I can understand extended speeches even if they are structured in a complex way. I can understand sentences in which relationships are only implied and not signaled explicitly. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can express myself fluently and spontaneously without grammar errors. I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion. I can express myself in clear, well-structured text, expressing points of view at some length.</p>	<p>NIVEAU A) Je peux comprendre des discours riches même s'ils sont structurés d'une façon complexe. Je peux comprendre des phrases dans lesquelles les relations sont seulement implicites et pas signalées explicitement. Je peux comprendre des textes longs, factuels, littéraires et complexes, et apprécier les distinctions de style. Je peux m'exprimer couramment et spontanément sans erreurs de grammaire. Je peux présenter des descriptions claires, détaillées de sujets complexes intégrant des sous-thèmes, développant des points particuliers et terminant avec une conclusion appropriée. Je peux m'exprimer avec un texte clair et structuré, exprimant des points de vue assez longuement.</p>

DOMAINE: COMPRÉHENSION ORALE

Niveau D

Original item	Translated item
<p>ISCED2/3: The teacher tells you to take some objects that are in the classroom. Take the objects she has indicated.</p>	<p>La professeure te demande de prendre des objets qui sont dans la classe. Prends les objets qu'elle a demandés.</p>

Niveau C

Original item	Translated item
<p>ISCED2/3: The hotel receptionist gives you some options about renting a bike. Choose the most convenient.</p>	<p>Le réceptionniste d'un hôtel te donne plusieurs possibilités pour louer un vélo. Choisis la plus commode.</p>

Niveau B

Original item	Translated item
<p>ISCED2: You are listening the TV news about a football match. Refer in your mother tongue the relevant points of the news.</p>	<p>Tu écoutes les nouvelles télévisées à propos d'un match de football. Explique dans ta langue maternelle les éléments principaux.</p>
<p>ISCED3: You are listening the TV news on current affairs. Refer in your mother tongue the relevant points of the news.</p>	<p>Tu écoutes les informations à la télévision. Explique dans ta langue maternelle les points principaux de l'actualité.</p>

Niveau A

Original item	Translated item
<p>ISCED 2: Your English friends are talking about their holidays. Find pictures representing the place, the season and the activities of their holidays.</p>	<p>Tes amis anglais parlent de leurs vacances. Trouve des images représentant les endroits, la saison et les activités de leurs vacances.</p>
<p>ISCED 3: You go to the doctor with a friend of yours. You listen to the explanation of the doctor about the symptoms, the diagnosis, the treatment. Explain everything to your friend, who didn't understand, in your mother tongue.</p>	<p>Tu vas chez le docteur avec un de tes amis. Tu écoutes les explications du docteur à propos des symptômes, du diagnostic, du traitement. Explique tout à ton ami, qui n'a pas compris, dans ta langue maternelle.</p>

DOMAINE: COMPRÉHENSION ÉCRITE

Niveau D

Original item	Translated item
ISCED2 / 3: You decide to make a cake. You read the list of ingredients and verify if you have everything you need.	Tu décides de faire un gâteau. Tu lis la liste des ingrédients et vérifie que tu as tout ce dont tu as besoin.

Niveau C

Original item	Translated item
ISCED2/3: You bought a new video game. You read the instructions and set up the video game on your device.	Tu as acheté un nouveau jeu vidéo. Tu lis les instructions et lances le jeu vidéo sur ta console de jeu.

Niveau B

Original item	Translated item
ISCED2/3: You read the reviews of three films on screening and choose the most favorable review.	Tu lis les critiques de trois films à l'affiche et choisis la plus positive des trois.

Niveau A

Original item	Translated item
ISCED2: You read a newspaper article. Explain the viewpoints of the author in your mother tongue.	Tu lis un article de journal. Explique les points de vue de l'auteur dans ta langue maternelle.

ISCED3: You read the comments of a videogame users. Explain the attitudes of the players in your mother tongue.	Tu lis les commentaires d'utilisateurs de jeux vidéos. Explique les remarques des joueurs dans ta langue maternelle.
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DOMAINE: INTERACTION ORALE

Niveau D

Original item	Translated item
ISCED2/3: You go to a clothes shop to buy a T-shirt. You ask the shop assistant for your size and your favorite color.	Tu vas dans un magasin de vêtements pour acheter un t-shirt. Tu demandes au vendeur ta taille et ta couleur préférée.

Niveau C

Original item	Translated item
ISCED2/3: You need to call your mum and your mobile is out of power. Ask somebody to make a call and explain the reasons of your needs.	Tu as besoin d'appeler ta mère et ton téléphone portable n'a plus de batterie. Demande à quelqu'un de passer l'appel et explique ce dont tu as besoin.

Niveau B

Original item	Translated item
ISCED2/3: You phone to the manager of the place where you want to organize a party, asking about the facilities offered (date, kind of service, music, cost per person).	Tu téléphones au responsable de l'endroit où tu veux organiser une fête, en te renseignant sur les équipements proposés (date, types de services, musique, coût par personne).

Niveau A

Original item	Translated item
ISCED2/3: You have to make an interview to a teacher of the school partner. Ask him/her some questions about the activities in the classroom.	Tu dois faire l'interview d'un professeur de l'école partenaire de la tienne. Pose-lui des questions sur les activités dans sa classe.

DOMAINE: PRODUCTION ORALE

Niveau D

Original item	Translated item
ISCED2/3: Introduce yourself to your mates, describing your character, your interests, using simple sentences.	Présente-toi à tes camarades, en parlant de ton caractère, tes centres d'intérêts, en utilisant des phrases simples.

Niveau C

Original item	Translated item
ISCED2/3: Tell a friend about a guided visit you did with your class. Specify the place, the weather conditions, how you travelled.	Raconte à un ami la visite guidée que tu as faite avec ta classe. Mentionne l'endroit, les conditions météorologiques et comment tu as voyagé.

Niveau B

Original item	Translated item
ISCED2/3: Tell a friend about a past event that especially affected you, describing your emotions.	Raconte à un ami un évènement passé qui t'a particulièrement affecté, en décrivant tes émotions.

Niveau A

Original item	Translated item
<p>ISCED2/3: Talk about a celebrity/a sport character/a topic you are interested in: make a detailed description, give reasons of your choice.</p>	<p>Parle d'une célébrité / d'un sportif connu / d'un sujet qui t'intéresse: fais une description détaillée, donne les raisons de ton choix.</p>

DOMAINE: PRODUCTION ÉCRITE

Niveau D

Original item	Translated item
<p>ISCED2/ISCED3: Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.</p>	<p>Remplis les informations demandées pour un profil sur internet. Présente-toi, décris tes traits de caractères et tes préférences.</p>

Niveau C

Original item	Translated item
<p>ISCED2: You want to join a gym course organized by your school. Write an email in which you ask about the timetable, the abilities required, the duration, the teachers, the kind of activities provided.</p>	<p>Tu veux adhérer à un club de gym de gym organisé au sein de ton école. Ecris un courriel dans lequel tu te renseignes sur l'emploi du temps, les capacités requises, la durée du cours, les professeurs impliqués et le type d'activités proposées.</p>
<p>ISCED3: Write an email to a music school asking for information about a guitar course: timetable, address, cost, duration, teachers, level of the course.</p>	<p>Ecris un courriel à une école de musique pour demander des informations sur un cours de guitare: emploi du temps, adresse, coût, durée, professeurs, niveau du cours.</p>

Niveau B

Original item	Translated item
<p>ISCED2: You are attending an online course and you have to introduce yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies.</p>	<p>Tu participes à un cours en ligne et tu dois te présenter sur la plateforme internet. Donne des informations personnelles, décris ta famille, l'endroit où tu vis, ton école, tes sujets favoris, tes passe-temps préférés.</p>
<p>ISCED3: You are attending an online course and you have to introduce yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies, your dreams.</p>	<p>Tu participes à un cours en ligne et tu dois te présenter sur la plateforme internet. Donne des informations personnelles, décris ta famille, l'endroit où tu vis, ton école, tes sujets favoris, tes passe-temps préférés, tes rêves.</p>

Level A

Original item	Translated item
<p>ISCED2: You write a review about a film/a book/a sport/ a cultural event that especially affected you. Explain the reason of your choice.</p>	<p>Tu écris une critique d'un film / livre / sport / évènement culturel qui t'a particulièrement touché. Explique les raisons de ton choix.</p>
<p>ISCED3: You write a review about a film/ a book/ a sport/ a cultural event that especially affected you. Explain the reason of your choice and give your personal and critical point of view.</p>	<p>Tu écris une critique d'un film / livre / sport / évènement culturel qui t'a particulièrement touché. Explique les raisons de ton choix et donne ton point de vue personnel et critique.</p>

KC4 COMPÉTENCES NUMÉRIQUES

Situations générales pour identifier le Niveau de Maîtrise

Lis les cinq situations suivantes avec attention et choisis celle dans laquelle tu te reconnais le plus, ou celle qui correspondrait le mieux à ta performance dans cette compétence spécifique :

Original item	Translated item
Level D) I use my device (computer, tablet, smartphone etc.) only for leisure activities like chatting with friends and computer games. If guided I behave safely online and I know little about computers/technology.	Niveau D : Je n'utilise mon appareil numérique (ordinateur, tablette, smartphone) que pour des activités de loisirs telles que le chat avec des amis, des jeux vidéo. Lorsque je suis guidé, je navigue sur internet de façon sécurisée ; je m'y connais peu en ordinateurs/informatique.
Level C) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games) but also to check news online and for school related activities. I know some rules on how to behave safely online but am not always sure how to put them into practice. I have a basic knowledge of how computers/technology works	Niveau C : J'utilise mon appareil numérique (ordinateur, tablette, smartphone etc.) pour mes loisirs (par exemple chatter, jeux vidéo), pour m'informer en ligne, et pour faire des activités en lien avec l'école. Je connais quelques règles de sécurité en ligne mais ne suis pas toujours sûr de savoir les mettre en pratique. J'ai des connaissances basiques sur le fonctionnement d'un ordinateur, et en informatique.
Level B) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games), to check news online and for school related activities. I know how I need to behave online to be safe and have a good knowledge of how computers/technology works.	Niveau B : J'utilise mon appareil numérique (ordinateur, tablette, smartphone etc.) pour mes loisirs (par exemple chatter, jeux vidéo), pour m'informer en ligne, et pour faire des activités en lien avec l'école. Je sais comment naviguer sur internet de façon sécurisée, et ai de bonnes connaissances sur le fonctionnement d'ordinateurs, et en informatique.

<p>Level A) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games), to check news online and for school related activities. I know how to behave safely online and proactively protect myself and others (e.g. from cyberbullying). I have an excellent knowledge of how computers work and keep myself updated on new developments.</p>	<p>Niveau A : J'utilise mon appareil numérique (ordinateur, tablette, smartphone etc.) pour mes loisirs (par exemple chatter, jeux vidéo), pour m'informer en ligne, et pour faire des activités en lien avec l'école. Je sais comment naviguer sur internet de façon sécurisée et être proactif afin de me protéger et de protéger les autres (de cyber harcèlement par exemple). J'ai de très solides connaissances sur le fonctionnement des ordinateurs et me tiens informé des nouveautés informatiques.</p>
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DOMAINE: UTILISATION DE L'INFORMATION ISCED2

Original item	Translated item
<p>Level D You have to search information on the construction of the Egyptian pyramids. Use a search engine and save the results on your computer.</p>	<p>Niveau D Tu dois faire une recherche sur la construction des pyramides Egyptiennes. Utilise un moteur de recherche et sauvegarde les résultats de cette recherche sur ton ordinateur.</p>
<p>Level C You want your parents to buy you a new pair of shoes online. Use a browser to find the e-commerce websites to buy them, and to compare models, prices and shipping options.</p>	<p>Niveau C Tu voudrais que tes parents t'achètent une nouvelle paire de chaussures en ligne. Utilise un navigateur pour trouver des sites internet de vente en ligne afin de les acheter, et afin de comparer les modèles, les prix, et les options de livraison.</p>
<p>Level B A friend of yours shares on the web the advice that starting from tomorrow the message service you are using on your smartphone will be upon payment. Use</p>	<p>Niveau B L'un de tes amis partage en ligne un message selon lequel le service de messagerie que tu utilises sur ton smartphone deviendra payant dès le</p>

<p>a browser to verify if the information is true, comparing the results of your web search</p>	<p>lendemain. Utilise un navigateur afin de vérifier que cette information est vraie, en la comparant avec les résultats de ta recherche.</p>
<p>Level A You have to write a school paper about a recent news. Look for the news on the web, compare the sources, gather and label the results in a digital archive so that they can be retrieved by your classmates.</p>	<p>Niveau A Tu dois écrire pour l'école une rédaction au sujet d'une information récente. Fais une recherche en ligne sur cette information, compare tes sources, et sauvegarde tes résultats dans un dossier d'archive numérique afin qu'ils puissent être récupérés par tes camarades de classe.</p>

DOMAINE: COMMUNICATION ISCED2

Original item	Translated item
<p>Level D You have to communicate to your uncle that next weekend you will visit him. Send him an e-mail asking the read receipt.</p>	<p>Niveau D Tu dois informer ton oncle que tu lui rendras visite le weekend prochain. Envoie-lui un courriel avec accusé de lecture.</p>
<p>Level C You want to show to your friends the place where you spent your holidays. Send a group message using the e-mail or the message service on your smartphone attaching the holiday pictures.</p>	<p>Niveau C Tu souhaites montrer à tes amis le lieu où tu as passé tes vacances. Envoie leur un message groupé avec des photos de tes vacances en pièces jointes à l'aide du service de courriel ou de messagerie de ton smartphone.</p>
<p>Level B In your neighborhood they are organizing a party and you are in charge</p>	<p>Niveau B Dans ton quartier, les habitants organisent une fête et c'est à toi que</p>

<p>to send the invitations. Choose the appropriate channels (forum, Facebook, e-mail, message service, etc.) to spread the invitation to as many people as possible, invite people and answer to the request of information.</p>	<p>revient d'envoyer les invitations. Choisis les moyens appropriés (forum, réseaux sociaux, courriel, messagerie etc.) afin de diffuser l'invitation à un maximum de personnes, invite-les, puis réponds à leurs demandes d'information.</p>
<p>Level A You are the coordinator of a small group in your classroom and you have to do a schoolwork. Choose the appropriated online communication system in order to exchange files and work at a distance with your classmates.</p>	<p>Niveau A Tu es le coordinateur d'un petit groupe de ta classe, et vous avez à faire un travail pour l'école. Choisis le système de communication en ligne approprié afin d'échanger des dossiers de travailler à distance avec tes camarades de classe.</p>

DOMAINE: CRÉATION DE CONTENU ISCED2

Original item	Translated item
<p>Level D Your teacher asks you the list of the textbooks used in your classroom in a digital format. Create the list using a word processor, or a grid, or a presentation, or a spreadsheet.</p>	<p>Niveau D Ton professeur te demande la liste des manuels utilisés dans ta classe en format numérique. Crée la liste en utilisant soit un traitement de textes, un tableau, un diaporama, ou un tableur.</p>
<p>Level C You have to do a web research about a school topic. Use a search engine to find different contents about the topic, then integrate them in a new digital document or a presentation.</p>	<p>Niveau C Tu as une recherche internet à faire sur un thème abordé à l'école. Utilise un moteur de recherche pour trouver des contenus différents se rapportant à ce thème, puis intègre-les dans un nouveau document ou diaporama numérique.</p>
<p>Level B Your teacher asks you to publish online the pictures of the schoolwork made by your class. Search and choose a free</p>	<p>Niveau B Ton professeur te demander de publier en ligne des photographies de travaux scolaires réalisés par ta classe.</p>

<p>tool available on the web to publish contents online, and publish the pictures with tags and descriptions.</p>	<p>Recherche et choisis un outil libre de droits sur internet afin de publier ces contenus sur la toile, puis publie les photographies avec leurs légendes et noms d'auteurs.</p>
<p>Level A You are responsible for implementing a magazine about your favorite rock band. Realize the fanzine in a digital format, insert multimedia (pictures, videos, text), take care of the formatting and publish it online.</p>	<p>Niveau A Tu es en charge de la mise en œuvre d'un magazine sur ton groupe de rock préféré. Réalise le fanzine en format numérique, intègre des contenus multimédia (images, vidéos, textes), soigne la mise en page et publie-le.</p>

DOMAINE: SÉCURITÉ

Niveau D

Original item	Translated item
<p>You have to create a personal profile to access on the school computer. Create the profile and choose a safe password.</p>	<p>Tu dois créer un profil personnel pour accéder aux ordinateurs de ton école. Crée le profil et choisis un mot de passe sécurisé.</p>

Niveau C

Original item	Translated item
<p>You are opening an account (or you already have an account) on a social media (Facebook, Instagram, Google, etc.). Set the safety and privacy options on your personal profile in order to protect your personal data.</p>	<p>Tu ouvres un compte (ou tu as déjà un compte) sur un réseau social (Facebook, Instagram, Google, etc.). Paramètre la sécurité et la confidentialité de ton profil personnel pour protéger tes informations personnelles.</p>

Niveau B

Original item	Translated item
You are in an Internet point and you want to check your e-mail and access your personal profile. Set the privacy options on the browser in order to avoid to be tracked during the navigation and take precautions to protect your passwords.	Tu es dans un endroit avec une borne internet et tu veux regarder tes courriels et accéder à ton compte personnel. Paramètre la confidentialité sur ton moteur de recherche pour éviter d'être suivi pendant la navigation et prends des précautions pour protéger tes mots de passe.

Niveau A

Original item	Translated item
A friend of yours who has no experience with the computer want to do some shopping online. Help him to find an e-commerce safe website and explain him how to open an account on it, make shopping and protect the payment data.	Un de tes amis qui n'a aucune expérience avec les ordinateurs veut faire du shopping sur internet. Aide-le à trouver un site marchand sécurisé et explique-lui comment ouvrir un compte sur ce site, comment acheter, et protéger ses données bancaires.

DOMAINE: RÉOLUTION DE PROBLÈMES

Niveau D

Original item	Translated item
You have to install a new browser on your computer. Search the browser online, download it and install it.	Tu dois installer un nouveau navigateur sur ton ordinateur. Cherche le navigateur en ligne, télécharge-le et installe-le.

Niveau C

Original item	Translated item
You are doing a schoolwork. Take some photos with your smartphone and put them in a text document or a presentation to integrate the schoolwork.	Tu fais un travail pour l'école. Prends des photos avec ton smartphone et insère-les dans un document ou une présentation à intégrer dans ton travail.

Niveau B

Original item	Translated item
Your computer suddenly has become very slow. Search and apply the best solution to make it faster.	Ton ordinateur est tout d'un coup devenu très lent. Cherche et applique la meilleure solution pour qu'il redevienne plus rapide.

Niveau A

Original item	Translated item
A new operative system for the type of computer used in your school has been released. Evaluate the features, the price, the compatibility, and the performance of the new operative system and decide if the upgrading is advantageous.	Un nouveau système pour le type d'ordinateurs utilisé dans ton école vient de sortir. Évalue les caractéristiques, le prix, la compatibilité, et la performance du nouveau système, puis décide si cette amélioration est avantageuse.

ASSESSMENT ITEMS: TRANSLATION IN SPANISH

SOBRE ESTE DOCUMENTO

Este documento representa la adaptación de la evaluación del VINTAGE. Cada artículo ha sido adaptado teniendo en cuenta el criterio de simplicidad del léxico y de la facilidad de lectura que se ha comprobado en <http://labs.translated.net/text-readability/> para asegurar que se mantiene un mismo nivel de promedio. Los niveles de dominio, y por consiguiente el nivel en los elementos de evaluación se han reducido de 5 a 4 acordando con los resultados de la fase anterior, tal y como se indica a continuación:

Nivel D - inicial: el alumno, si es guiado, lleva a cabo tareas simples en situaciones conocidas.

Nivel C – básico: el alumno lleva a cabo tareas simples también en nuevas situaciones, mostrando que tiene los conocimientos y habilidades básicos y que pueda aplicar reglas básicas y procedimientos adquiridos.

Nivel B - intermedio: el alumno lleva a cabo nuevas tareas y resuelve nuevos problemas, demostrando que puede usar los conocimientos y habilidades aprendidas.

Nivel A – avanzado: el alumno lleva a cabo tareas complejas y resuelve problemas complejos, mostrando dominio en el uso de los conocimientos y habilidades; propone y apoya sus opiniones, y asume con responsabilidad las decisiones tomadas.

La relación entre los niveles del VINTAGE y TASK son los siguientes:

Nivel en VINTAGE	Nivel en TASK
Nivel 1	NIVEL D (inicial)
Nivel 2	NIVEL C (básico)
Nivel 3	NIVEL B (intermedio)
Nivel 4	NIVEL A (avanzado)

El documento presenta los elementos de evaluación para cada dominio. Las tablas muestran los anteriores artículos del VINTAGE comparados con los nuevos y adaptados del TASK.

KC2 COMMUNICATION IN A FOREIGN LANGUAGE

<p>LEVEL D) I can understand phrases and the most used words related to areas of my interests. I can read very short, simple texts. I can communicate in simple way using simple information on familiar topics and activities. I can use a series of phrases and sentences to describe in simple words my family and other people. I can write short, simple notes and messages.</p>	<p>NIVEL D) Puedo entender las frases y las palabras más usadas relacionadas con áreas de mi propio interés. Puedo leer textos muy cortos y sencillos. Puedo comunicarme de manera sencilla sobre temas y actividades familiares. Puedo usar una serie de frases para describir con palabras sencillas mi familia y otras personas. Puedo escribir notas y mensajes cortos y sencillos.</p>
<p>LEVEL C) I can understand the main points of clear standard speech on familiar matters often heard in work, school, leisure, etc. I can understand texts that consist of everyday language. I can connect short sentences in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple connected texts on familiar topics or of personal interest.</p>	<p>NIVEL C) Puedo entender los puntos principales de un discurso estándar claro sobre asuntos familiares que a menudo se escuchan en el trabajo, la escuela, etc. Puedo entender textos que consisten en el lenguaje cotidiano. Puedo conectar oraciones cortas de una manera sencilla para describir experiencias y eventos, mis sueños, esperanzas y ambiciones. Puedo escribir textos sencillos sobre temas familiares o de interés personal.</p>
<p>LEVEL B) I can understand extended speeches and follow even complex lines of argument provided the topic is familiar. I can read news and articles concerned with current problems in which the writers adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite</p>	<p>NIVEL B) Puedo entender amplios discursos y seguir incluso líneas de argumento complejas siempre que el tema sea familiar. Puedo leer noticias y artículos relacionados con problemas actuales en los que los escritores adoptan actitudes o puntos de vista particulares. Puedo interactuar con un grado de fluidez y espontaneidad que hace posible la interacción con</p>

<p>possible. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests</p>	<p>hablantes nativos. Puedo presentar descripciones claras y detalladas sobre una amplia gama de temas relacionados con mi campo de interés.</p>
<p>LEVEL A) I can understand extended speeches even if they are structured in a complex way. I can understand sentences in which relationships are only implied and not signaled explicitly. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can express myself fluently and spontaneously without grammar errors. I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion. I can express myself in clear, well- structured text, expressing points of view at some length.</p>	<p>NIVEL A) Puedo entender los discursos extendidos incluso si están estructurados de una manera compleja. Puedo entender oraciones más complejas. Puedo entender textos fácticos y literarios largos y complejos, apreciando distinciones de estilo. Puedo expresarme con fluidez y espontaneidad sin errores gramaticales. Puedo presentar descripciones claras y detalladas de temas complejos integrando subtemas, desarrollando puntos específicos y finalizando con una conclusión apropiada. Puedo expresarme en un texto claro y bien estructurado, expresando puntos de vista de manera extensa.</p>

DOMAIN: LISTENING ISCED2/3:

<p>Level D The teacher tells you to take some objects that are in the classroom. Take the objects she has indicated.</p>	<p>Nivel D El profesore te dice que cogas algunos objetos que están en el aula. Coges los objetos que ha indicado.</p>
<p>Level C The hotel receptionist gives you some options about renting a bike. Choose the most convenient.</p>	<p>Nivel C La recepcionista del hotel te ofrece algunas opciones sobre el alquiler de una bicicleta. Elija el más conveniente.</p>

<p>Level B ISCED2: You are listening the TV news about a football match. Refer in your mother tongue the relevant points of the news.</p>	<p>Nivel B ISCED2: Estás escuchando las noticias de televisión sobre un partido de fútbol. Refiera en su lengua materna los puntos relevantes de la noticia.</p>
<p>Level B ISCED3: You are listening the TV news on current affairs. Refer in your mother tongue the relevant points of the news.</p>	<p>Nivel B ISCED3: Usted está escuchando las noticias de televisión sobre asuntos actuales. Refiera en su lengua materna los puntos relevantes de la noticia.</p>
<p>Level A ISCED 2: Your English friends are talking about their holidays. Find pictures representing the place, the season and the activities of their holidays.</p>	<p>Nivel 2 ISCED 2: Tus amigos ingleses hablan de sus vacaciones. Encontrar fotos que representan el lugar, la temporada y las actividades de sus vacaciones.</p>
<p>Level A ISCED 3: You go to the doctor with a friend of yours. You listen to the explanation of the doctor about the symptoms, the diagnosis, the treatment. Explain everything to your friend, who didn't understand, in your mother tongue.</p>	<p>Nivel A ISCED 3: Vas al médico con un amigo tuyo. Escuchas la explicación del médico sobre los síntomas, el diagnóstico, el tratamiento. Explica todo a tu amigo, que no entiende, en su lengua materna.</p>

DOMAIN: READING ISCED2 /3

<p>Level D ISCED2 / 3: You decide to make a cake. You read the list of ingredients and verify if you have everything you need.</p>	<p>Nivel D ISCED2 / 3: Decides hacer un pastel. Le la lista de ingredientes y verifique si tiene todo lo que necesita.</p>
<p>Level C ISCED2/3: You bought a new video game. You read the instructions and set up the video game on your device.</p>	<p>Nivel C ISCED2/3: Has comprado un nuevo videojuego. Le las instrucciones y configura el videojuego en su dispositivo.</p>

<p>Level B ISCED2/3: You read the reviews of three films on screening and choose the most favorable review</p>	<p>Nivel B ISCED2/3: Lees las reseñas de tres películas en la proyección y eliges la opinión más favorable</p>
<p>Level A ISCED2: You read a newspaper article. Explain the viewpoints of the author in your mother tongue.</p>	<p>Nivel A ISCED2: Lees un artículo de periódico. Explica los puntos de vista del autor en su lengua materna.</p>
<p>Level A ISCED3: You read the comments of videogame users. Explain the attitudes of the players in your mother tongue.</p>	<p>Nivel A ISCED3: Lees los comentarios de los usuarios de videojuegos. Explica las actitudes de los jugadores en su lengua materna.</p>

DOMAIN: SPOKEN INTERACTION **ISCED2/3:**

<p>Level D ISCED2/3: You go to a clothes shop to buy a T-shirt. You ask the shop assistant for your size and your favorite color.</p>	<p>Nivel D ISCED2/3: Vas a una tienda de ropa para comprar una camiseta. Preguntas al ayudante de la tienda para su tamaño y su color preferido.</p>

<p>Level C ISCED2/3: You need to call your mum and your mobile is out of power. Ask somebody to make a call and explain the reasons of your needs.</p>	<p>Nivel C ISCED2/3: Necesitas llamar a tu mamá y tu móvil está apagado. Pídale a alguien que haga una llamada y explique las razones de tus necesidades.</p>
<p>Level B ISCED2/3: You phone to the manager of the place where you want to organize a party, asking about the facilities offered (date, kind of service, music, cost per person).</p>	<p>Nivel B ISCED2/3: Llamas al gerente del lugar donde deseas organizar una fiesta, preguntando sobre las instalaciones ofrecidas (fecha, tipo de servicio, música, costo por persona).</p>
<p>Level A ISCED2/3: You have to make an interview to a teacher of the school partner. Ask him/her some questions about the activities in the classroom.</p>	<p>Nivel A ISCED2/3: Tienes que hacer una entrevista a un maestro del compañero de la escuela. Hazle algunas preguntas sobre las actividades en el aula.</p>

DOMAIN: SPOKEN PRODUCTION ISCED2/3:

<p>Level D ISCED2/3: Introduce yourself to your mates, describing your character, your interests, using simple sentences.</p>	<p>Nivel D ISCED2/3: Preséntate a tus compañeros, describiendo tu carácter, tus intereses, usando frases simples.</p>
<p>Level C ISCED2/3:</p>	<p>Nivel C ISCED2/3:</p>

Tell a friend about a guided visit you did with your class. Specify the place, the weather conditions, how you travelled.	Dile a un amigo sobre una visita guiada que hiciste con tu clase. Especifica el lugar, las condiciones meteorológicas, cómo viajaste.
Level B ISCED2/3: Tell a friend about a past event that especially affected you, describing your emotions.	Nivel B ISCED2/3: Háblale a un amigo sobre un evento pasado que te afectó especialmente, describiendo tus emociones.
Level A ISCED2/3: Talk about a celebrity/a sport character/a topic you are interested in: make a detailed description, give reasons of your choice.	Nivel A ISCED2/3: Habla acerca de una celebridad / un personaje deportivo / un tema que te interese: haz una descripción detallada, indica las razones de tu elección.

DOMAIN: WRITING ISCED2

Level D ISCED2: Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.	Nivel D ISCED2: Rellena los datos necesarios en un perfil web. Preséntate, describe tus actitudes y preferencias relevantes.
Level C ISCED2: You want to join a gym course organized by your school. Write an email in which you ask about the timetable, the abilities required, the duration, the teachers, the kind of activities provided.	Nivel C ISCED2: Quieres participar en un curso deportivo organizado por tu escuela. Escribe un correo electrónico en el que se pregunte sobre el horario, las habilidades requeridas, la duración, los

	profesores, el tipo de actividades que se ofrecen.
Level B ISCED2: You are attending to an online course and you have to introduce yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies.	Nivel B ISCED2: Estás asistiendo a un curso en línea y tienes que presentarte en la plataforma web. Da tu información personal, describe tu familia, el lugar donde vives, tu escuela, tus asignaturas favoritas, tus aficiones.
Level A ISCED2: You write a review about a film/a book/a sport/ a cultural event that especially affected you. Explain the reason of your choice.	Nivel A ISCED2: Escribes una reseña sobre una película / un libro / un deporte / un evento cultural que te afectó especialmente. Explica la razón de tu elección.

DOMAIN: WRITING ISCED3

Level D ISCED3: Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.	Nivel D ISCED3: Rellena los datos necesarios en un perfil web. Preséntate, describe tus actitudes y preferencias relevantes.
Level C ISCED3: Write an email to a music school asking for information about a guitar course: timetable, address, cost, duration, teachers, level of the course.	Nivel C ISCED3: Escribe un email a una escuela de música solicitando información sobre un curso de guitarra: horario, dirección, costo, duración, profesores, nivel del curso.
Level B ISCED3: You are attending to an online course and you have to introduce	Nivel B ISCED3: Estás asistiendo a un curso en línea y tienes que presentarte en la

yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies, your dreams.	plataforma web. Dá la información personal, describe tu familia, el lugar donde vives, tu escuela, tus materias preferidas, sus aficiones, sus sueños.
Level A ISCED3: You write a review about a film/ a book/ a sport/ a cultural event that especially affected you. Explain the reason of your choice and give your personal and critical point of view.	Nivel A ISCED3: Escribes una reseña sobre una película / un libro / un deporte / un evento cultural que te afectó especialmente. Explic la razón de tu elección y da tu punto de vista personal y crítico.

KC4 COMPETENCIA DIGITAL

Level D) I use my device (computer, tablet, smartphone etc.) only for leisure activities like chatting with friends and computer games. If guided I behave safely online and I know little about computers/technology.	Nivel D) Uso mi dispositivo (computadora, tablet, smartphone, etc.) sólo para actividades de ocio como charlar con amigos y juegos de computadora. Si me guían sé como hay que hacer, sé poco sobre computadoras / tecnología.
Level C) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games) but also to check news online and for school related activities. I know some rules on how to behave safely online but am not always sure how to put them into practice. I have a basic knowledge of how computers/technology works.	Nivel C) Utilizo mi dispositivo (ordenador, tablet, smartphone, etc.) para actividades de ocio (por ejemplo, chat, juegos de computadora), pero también para revisar las noticias en línea y para actividades relacionadas con la escuela. Conozco algunas reglas sobre cómo trabajar con seguridad en línea, pero no siempre estoy seguro de cómo ponerlas en práctica. Tengo un conocimiento básico de cómo funciona la informática / tecnología.

<p>Level B) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games), to check news online and for school related activities. I know how I need to behave online to be safe and have a good knowledge of how computers/technology works.</p>	<p>Nivel B) Uso mi dispositivo (ordenador, tablet, smartphone, etc.) para actividades de ocio (por ejemplo, chat, juegos de computadora), para revisar noticias en línea y para actividades relacionadas con la escuela. Sé cómo tengo que comportarme en línea para estar seguro y tengo un buen conocimiento de cómo funciona la tecnología.</p>
<p>Level A) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games), to check news online and for school related activities. I know how to behave safely online and proactively protect myself and others (e.g. from cyberbullying). I have an excellent knowledge of how computers work and keep myself updated on new developments.</p>	<p>Nivel A) Uso mi dispositivo (ordenador, tablet, smartphone, etc.) para actividades de ocio (por ejemplo, chat, juegos de computadora), para revisar las noticias en línea y para actividades relacionadas con la escuela. Sé cómo trabajar de forma segura en línea y protegerme a mí mismo y a otros (por ejemplo, desde el acoso cibernético). Tengo un conocimiento excelente de cómo los ordenadores trabajan y me mantengo actualizado sobre nuevos progresos.</p>

DOMAIN: USE OF INFORMATION ISCED2

<p>Level D You have to search information on the construction of the Egyptian pyramids. Use a search engine and save the results on your computer.</p>	<p>Nivel D Tienes que buscar información sobre la construcción de las pirámides egipcias. Utilizas un motor de búsqueda y guardas los resultados en tu ordenador.</p>
<p>Level C You want your parents to buy you a new pair of shoes online. Use a browser to find the e-commerce websites to buy them, and to compare models, prices and shipping options.</p>	<p>Nivel C Quieres que tus padres te compren un nuevo par de zapatos en línea. Utilizas un navegador para encontrar los sitios web de comercio electrónico para comprarlos, y para comparar modelos,</p>

	precios y opciones de envío.
<p>Level B A friend of yours shares on the web the advice that starting from tomorrow the message service you are using on your smartphone will be upon payment. Use a browser to verify if the information is true, comparing the results of your web search.</p>	<p>Nivel B Un amigo tuyo comparte en la web el consejo de que, a partir de mañana, el servicio de mensajes que utilizas en tu teléfono será tras el pago. Utilizas un navegador para verificar si la información es verdadera, comparando los resultados de tu búsqueda en la web.</p>
<p>Level A You have to write a school paper about recent news. Look for the news on the web, compare the sources, gather and label the results in a digital archive so that they can be retrieved by your classmates.</p>	<p>Nivel A Tienes que escribir un artículo escolar sobre noticias recientes. Busca las noticias en la web, compara las fuentes, recopila y etiqueta los resultados en un archivo digital para que puedan ser recuperados por tus compañeros de clase.</p>

DOMAIN: COMMUNICATION ISCED2

<p>Level D You have to communicate to your uncle that next weekend you will visit him. Send him an e-mail asking the read receipt.</p>	<p>Nivel D Tienes que comunicar a tu tío que el próximo fin de semana lo visitarás. Envíale un e-mail pidiendo el recibo de lectura.</p>
<p>Level C You want to show to your friends the place where you spent your holidays. Send a group message using the e-mail or the message service on your smartphone attaching the holiday</p>	<p>Nivel C Quieres mostrar a tus amigos el lugar donde pasaste tus vacaciones. Envía un mensaje de grupo usando el correo electrónico o el servicio de mensajes en</p>

<p>pictures.</p>	<p>tu teléfono inteligente para adjuntar las fotos de vacaciones.</p>
<p>Level B In your neighborhood they are organizing a party and you are in charge to send the invitations. Choose the appropriate channels (forum, Facebook, e-mail, message service, etc.) to spread the invitation to as many people as possible, invite people and answer to the request of information.</p>	<p>Nivel B En tu barrio están organizando una fiesta y estás a cargo de enviar las invitaciones. Elige los canales adecuados (foro, Facebook, correo electrónico, servicio de mensajes, etc.) para difundir la invitación a tantas personas como sea posible, invitar a personas y responder a la solicitud de información.</p>
<p>Level A You are the coordinator of a small group in your classroom and you have to do schoolwork. Choose the appropriated online communication system in order to exchange files and work at a distance with your classmates.</p>	<p>Nivel A Eres el coordinador de un grupo pequeño en tu clase y tienes que hacer tareas escolares. Elige el sistema de comunicación en línea apropiado para intercambiar archivos y trabajar a distancia con tus compañeros de clase.</p>

DOMAIN: CONTENT CREATION ISCED2

<p>Level D Your teacher asks you the list of the textbooks used in your classroom in a digital format. Create the list using a word processor, or a grid, or a presentation, or a spreadsheet.</p>	<p>Nivel D Tu profesor te pregunta la lista de los libros de texto utilizados en tus clases en formato digital. Creas la lista utilizando un procesador de textos, una cuadrícula o una presentación o una hoja de cálculo.</p>
<p>Level C You have to do a web research about a school topic. Use a search engine to find different contents about the topic, then integrate them in a new digital document or a presentation.</p>	<p>Nivel C Tienes que hacer una investigación web sobre un tema de la escuela. Utilice un motor de búsqueda para encontrar diferentes contenidos sobre el tema, y luego integrarlos en un nuevo</p>

	documento digital o una presentación.
<p>Level B Your teacher asks you to publish online the pictures of the schoolwork made by your class. Search and choose a free tool available on the web to publish contents online, and publish the pictures with tags and descriptions.</p>	<p>Nivel B Tu profesor te pide que publiques en línea las fotos de la tarea escolar hecha por tu clase. Busca y elige una herramienta gratuita disponible en la web para publicar contenido en línea y publicar las imágenes con etiquetas y descripciones.</p>
<p>Level A You are responsible for implementing a magazine about your favorite rock band. Realize the fanzine in a digital format, insert multimedia (pictures, videos, text), take care of the formatting and publish it online.</p>	<p>Nivel A Eres responsable de implementar una revista sobre tu banda de rock favorita. Realiza el fanzine en formato digital, inserta material multimedia (fotos, videos, texto), cuida el formato y publícalo en línea.</p>

DOMAIN: SAFETY ISCED2

<p>Level D You have to create a personal profile to access on the school computer. Create the profile and choose a safe password.</p>	<p>Nivel D Tienes que crear un perfil personal para acceder al ordenador de la escuela. Crea el perfil y elige una contraseña segura.</p>
<p>Level C You are opening an account (or you already have an account) on a social media (Facebook, Instagram, Google, etc.). Set the safety and privacy options on your personal profile in order to protect your personal data.</p>	<p>Nivel C Estás abriendo una cuenta (o ya tienes una cuenta) en una red social (Facebook, Instagram, Google, etc.). Define las opciones de seguridad y privacidad en tu perfil personal para proteger tus datos personales.</p>

<p>Level B You are in an Internet point and you want to check your e-mail and access your personal profile. Set the privacy options on the browser in order to avoid to be tracked during the navigation and take precautions to protect your passwords.</p>	<p>Nivel B Estás en Internet y deseas verificar tu correo electrónico y acceder a tu perfil personal. Establece las opciones de privacidad en el navegador para evitar ser rastreado durante la navegación y toma precauciones para proteger tus contraseñas</p>
<p>Level A A friend of yours who has no experience with the computer want to do some shopping online. Help him to find an e-commerce safe website and explain him how to open an account on it, make shopping and protect the payment data.</p>	<p>Nivel A Un amigo tuyo que no tiene experiencia con el ordenador quiere hacer algunas compras en línea. Ayúdalo a encontrar un sitio web seguro para el comercio electrónico y explica cómo abrir una cuenta en él, hacer compras y proteger los datos de pago.</p>

DOMAIN: PROBLEM SOLVING ISCED

<p>Level D You have to install a new browser on your computer. Search the browser online, download it and install it.</p>	<p>Nivel D Tienes que instalar un nuevo navegador en tu ordenador. Busca en el navegador en línea, descárgalo e instálalo.</p>
<p>Level C You are doing a schoolwork. Take some photos with your smartphone and put them in a text document or a presentation to integrate the schoolwork.</p>	<p>Nivel C Estás haciendo un trabajo escolar. Saca algunas fotos con tu smartphone y ponlas en un documento de texto o una presentación para integrar el trabajo escolar.</p>
<p>Level B Your computer suddenly has become very slow. Search and apply the best solution to make it faster.</p>	<p>Nivel B Tu ordenador de repente se ha vuelto muy lento. Busca y aplica la mejor solución para hacerlo más rápido.</p>

Level A

A new operative system for the type of computer used in your school has been released. Evaluate the features, the price, the compatibility, and the performance of the new operative system and decide if the upgrading is advantageous.

Nivel A

Se ha publicado un nuevo sistema operativo para el tipo de ordenador que se usa en su escuela. Evalua las características, el precio, la compatibilidad y el rendimiento del nuevo sistema operativo y decide si la mejora es ventajosa.

THE QUALITY OF THE PERFORMANCE: CONTROL QUESTIONS

De acuerdo con el marco TASK, una vez que el alumno realizó la tarea asignada, recogiendo evidencias (imágenes, vídeos, artefactos, etc.), una lista de preguntas de control guiará la evaluación de la calidad del desarrollo de las tareas.

Dimensión reflexiva: ¿Cómo valoras tu actitud para reflexionar sobre tus acciones mientras ejecutas un procedimiento?

Dimensión autónoma: ¿Cómo valoras tu actitud para llegar a nuevas sugerencias, inventando nuevas acciones / cosas?

Dimensión de autogestión: ¿Cómo valoras tu actitud para ver oportunidades, mantener la motivación, idear ideas?

Dimensión de efectividad: ¿Cómo valoras tu actitud para resolver problemas, superar obstáculos, obtener resultados?

La siguiente tabla muestra las preguntas de control elegidas organizadas en macro-áreas y áreas de dimensión de calidad principal.

Area de dimension de calidad	Dimensiones de calidad	Preguntas de control
DIMENSIÓN REFLEXIVA	Pensamiento crítico	¿Ejecutando una tarea, consideras alternativas para mejorar tus acciones?
		Ejecutando una tarea, ¿cambia tu experiencia a la acción?
	Resolución de problemas	Ejecutando una tarea, ¿eres tu quien encuentra soluciones para superar los obstáculos?

		Ejecutando una tarea, ¿eres tu quien establece el problema?
DIMENSIÓN AUTÓNOMA	Creatividad	Ejecutando una tarea, ¿te surgen nuevas sugerencias?
		¿Analizas la misma situación desde diferentes puntos de vista?
	Iniciativa	¿Eres el que tienes ideas nuevas?
		¿Eres el que ves oportunidades?
DIMENSIÓN DE AUTOGESTIÓN	Evaluación de riesgos	¿Reconoce las amenazas antes de tomar acción?
		¿Tomas riesgos?
	Toma de decisiones	¿Recopilas información antes de tomar decisiones?
		¿Establece condiciones aceptables para tomar decisiones?
	Manejo constructivo de los sentimientos	Ejecutando una tarea, ¿puedes mantener un buen nivel de concentración?
		Ejecutando una tarea, ¿te llegas a estresar?
DIMENSIÓN DE EFECTIVIDAD	Eficacia	Ejecutando una tarea, ¿consigues lo que hay que hacer?
		¿Llevas la tarea a término?

	Impacto	Ejecutando una tarea, ¿la haces funcionar?
		Ejecutando una tarea, ¿alcanzas el objetivo?
	Uso adecuado de los recursos	Ejecutando una tarea, ¿conoces las fuentes para obtener la información necesaria?
		Ejecutando una tarea, ¿utilizas el tiempo necesario?

TASK ASSESSMENT ITEMS: TRANSLATION IN TURKISH

MASTERY LEVELS (BECERİ SEVİYESİ)

Original	Translated
Level D - initial: the learner, if guided, performs simple tasks in known situations.	D SEVİYESİ – Başlangıç : Öğrenene rehberlik edilirse bilinen durumlarda basit görevleri yapar.
Level C - basic: the learner performs simple tasks also in new situations, showing he has basic knowledge and abilities and can apply basic rules and acquired procedures.	C SEVİYESİ - Temel: Öğrenen basit görevlerde ve yeni durumlarda temel bilgisi ve yeteneği olduğunu, temel kuralları ve beklenen yöntemleri uygulayabildiğini gösterebilir.
Level B - intermediate: the learner performs new tasks and solves new problems, showing that he can use the acquired knowledge and abilities.	B SEVİYESİ – Orta: Öğrenen yeni görevleri yapar ve yeni problemleri çözer, edindiği bilgi ve yeteneği kullanabildiğini gösterir.
Level A - advanced: the learner performs complex tasks and solves complex problems, showing mastery in the use of knowledge and abilities; proposes and supports his opinions, and assumes responsibly informed decisions.	A SEVİYESİ – İleri : Öğrenen karmaşık görevleri yapar ve karmaşık problemleri çözer, bilgisinde ve yeteneğinde uzmanlığını gösterir; fikirlerini önerir, destekler ve kararlarında kendini savunur.

KC1 COMMUNICATION IN THE MOTHER TONGUE (ANADILDE İLETİŞİM)

<p>Read carefully the five situations. Then, choose the one that you recognize yourself the most, and you think represents your competence:</p>	<p>Beş durumu dikkatlice okuyunuz . Sonra sizin için en uygun olan ya da yeterliliğinizi en iyi şekilde temsil ettiğini düşündüğünüz bir seviye seçiniz.</p>
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<p>LEVEL D) I can understand phrases and the most used words related to areas of my interests. I can read very short, simple texts. I can communicate in simple way using simple information on familiar topics and activities. I can use a series of phrases and sentences to describe in simple words my family and other people. I can write short, simple notes and messages.</p>	<p>D SEVİYESİ İlgilerimle alakalı, çok sık kullanılan cümleleri ve kelimeleri anlayabilirim. Çok kısa ve basit metinleri okuyabilirim. Bildik konular ve faaliyetler hakkında basit bilgileri kullanarak kolay bir şekilde iletişim kurabilirim. Ailemi ve diğer insanları birkaç cümleyle ve basit kelimelerle tarif edebilirim. Kısa, basit notlar ve mesajlar yazabilirim.</p>
<p>LEVEL C) I can understand the main points of clear standard speech on familiar matters often heard in work, school, leisure, etc. I can understand texts that consist of everyday language. I can connect short sentences in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple</p>	<p>C SEVİYESİ İşte, okulda ve farklı aktivelerde bildik konular üzerine yapılan açık, standart konuşmaların ana hatlarını anlayabilirim. Günlük konuşma dilini içeren metinleri anlayabilirim. Deneyimlerimi, olayları, hayallerimi, umutlarımı ve amaçlarımı basitçe tarif edebilmek için kısa cümleleri bir araya getirebilirim. Bildik konularla alakalı</p>

<p>connected texts on familiar topics or of personal interest.</p>	<p>veya kişisel ilgilerimle alakalı konularda basit metinler yazabilirim.</p>
<p>LEVEL B) I can understand extended speeches and follow even complex lines of argument provided the topic is familiar. I can read news and articles concerned with current problems in which the writers adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests</p>	<p>B SEVİYESİ: Konusu bildik olması halinde, uzun konuşmaları ve hatta karmaşık bir tartışmayı anlayabilirim. Yazarların farklı tutum ve bakış açılarına yer verdikleri günlük sorunlarla ilgili makale ve haberleri okuyabilirim. Ana dilini konuşan birisiyle akıcı ve spontane bir şekilde iletişim kurabilirim. İlgili alanlarımla alakalı bir çok konuda net, detaylı açıklamalar yapabiliyorum. İlgili alanıma giren konularda geniş bir yelpazede açık, detaylı metinler yazabilirim.</p>
<p>LEVEL A) I can understand extended speeches even if they are structured in a complex way. I can understand sentences in which relationships are only implied and not signaled explicitly. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can express myself fluently and spontaneously without grammar errors. I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion. I can express myself in clear, well- structured text, expressing points of view at some length.</p>	<p>A SEVİYESİ: Karmaşık bir şekilde yapılandırılmış olsalar bile uzun konuşmaları anlayabilirim. Birbiri ile ilişkileri açıkça belirtilmemiş; ancak ima edilmiş cümleleri anlayabilirim. Üslup farklılıklarını da ayırt ederek uzun, karmaşık ve gerçek olaylara dayanan edebi metinleri anlayabilirim. Dil bilgisi hatası olmadan akıcı ve spontane bir şekilde kendimi ifade edebilirim. İyi yapılandırılmış bir metinle bakış açılarımla açık bir şekilde uzunca ifade edebilirim.</p>

DOMAIN: LISTENING ISCED2
DINLEME

ALAN:

<p>Level D Answering a phone call, your classmate is giving you information about the school assignments for tomorrow. Do all the homework assigned for tomorrow.</p>	<p>D Seviyesi Telefon konuşması aracılığıyla sınıf arkadaşınız yarınki okul ödevlendirmesiyle alakalı size bilgi veriyor. Yarın için verilen ödevlerin tamamını yap.</p>
<p>Level C You listen the explanation of how to perform a procedure. Show how to perform it to your classmate who missed the lesson.</p>	<p>C Seviyesi Bir işlemin nasıl yapılması gerektiğiyle ilgili açıklamaları dinliyorsun. Dersi kaçıran sınıf arkadaşına nasıl yapılması gerektiğini göster.</p>
<p>Level B You are listening a program on the TV. Refer the main points to your friends.</p>	<p>B Seviyesi Televizyonda bir program dinliyorsun. Arkadaşlarına, programın ana hatlarından bahset.</p>
<p>Level A You are listening a documentary on the TV about an unknown topic. The speaker uses technical language and implies some relationships. Explain the meaning of the documentary to your classmates.</p>	<p>A Seviyesi Televizyonda bilmediğin bir konuyla alakalı bir belgesel dinliyorsun. Konuşmacı teknik bir dil kullanıyor ve bazı ilişkileri ifade ediyor. Sınıf arkadaşlarına belgeselin içeriğini açıkla.</p>

DOMAIN: LISTENING ISCED3 ALAN:DINLEME

Level D You are asked to follow instructions to reach a certain place (or to find an object).	D Seviyesi Belirli bir yere ulaşmanız için (ya da bir nesneyi bulmanız için) verilen yönergeleri takip etmeniz isteniyor.
Level C You listen the explanation of how to perform a procedure. Show how to perform it to your classmate who missed the lesson.	C Seviyesi Bir işlemin nasıl yapılması gerektiği ile ilgili açıklamaları dinliyorsun. Dersi kaçıran sınıf arkadaşına nasıl yapılması gerektiğini göster.
Level B You are listening an interview in a current affairs program on the TV. Rephrase and refer the content to your classmate.	B Seviyesi Televizyon programında güncel olaylarla ilgili bir röportaj dinliyorsun. Kendi cümlelerini kullanarak programın içeriğinden sınıf arkadaşlarına bahset.
Level A You are listening a documentary on the TV about an unknown scientific topic. The speaker uses metaphors and tends to imply some relationships. Explain the meaning of the documentary to your classmates.	A Seviyesi Bilmediğin bilimsel bir konu hakkında televizyonda belgesel dinliyorsun. Konuşmacı bazı benzetmeler kullanıyor ve bazı ilişkileri ima ediyor. Sınıf arkadaşlarına belgeselin içeriğini açıkla.

DOMAIN: READING ISCED2
OKUMA

ALAN:

<p>Level D You read the departure time and the platform of your train (bus, flight, etc) on the Station display. Reach the platform of your train to catch the train on time.</p>	<p>D seviyesi İstasyonundaki bilgilendirme ekranından trenin (otobüs, uçak vb.) kalkış zamanını ve hareket edeceği platformun yer bilgisini okuyorsun. Trene zamanında yetişmek için trenin kalkış yapacağı platforma git.</p>
<p>Level C Read the instruction (to play a game, to set a device, etc.). Follow the provided instructions.</p>	<p>C Seviyesi Bir cihazı ayarlamak veya bir oyunu oynamak için talimatları okuyun. Verilen talimatları uygula.</p>
<p>Level B You are intolerant to gluten. Read the food packaging to check that any ingredient includes gluten.</p>	<p>B Seviyesi Glütene karşı hassasiyetin var. İçeriğinde glüten olup olmadığını kontrol etmek için gıda ambalajını oku.</p>
<p>Level A You read long literary texts, for example a specialized article, about a new argument. Explain the attitudes or viewpoints of the author.</p>	<p>A Seviyesi Uzun edebi metinleri, örneğin yeni bir tartışmayla ilgili bir makale okuyorsun. Yazarın tutum ve görüşlerini açıkla.</p>

DOMAIN: READING ISCED3
OKUMA

ALAN:

<p>Level D You read a message from a friend informing you about the change of the meeting place, indicating you the</p>	<p>D Seviyesi Buluşma yeri değişikliğiyle ilgili bir arkadaşından gelen mesajı okuyorsun. Toplantı yerine belirlenen vakitte</p>

instructions to reach the new meeting point at a certain time. Reach the appointment place.	varmak için verilen talimatları oku ve buluşma yerine git.
Level C You read an article on a news item (about your favorite football team, about your favorite singer, etc.) on an online newspaper. Report the news to your classmates.	C Seviyesi İnternette, favori takımınla veya sevdiğin sanatçıyla ilgili yapılan haber üzerine yazılan bir köşe yazısı okuyorsun. Sınıf arkadaşlarına haberi anlat.
Level B You read the patient information leaflet of the prescribed pills to your grandfather. Explain him the meaning of the medical terms and the contraindications.	B Seviyesi Dedene, kullanacağı ilaçlarının prospektüsünü okuyorsun. Ona tıbbi terimlerin anlamlarını ve ilaçların yan etkilerini açıkla.
Level A You read long and complex factual and literary texts, for example a specialized article, which does not relate to your studies. Explain the attitudes or viewpoints of the author.	A Seviyesi Eğitimi almadığın bir alana yönelik edebi ya da gerçek olaylara dayanan uzun ve karmaşık bir metin okuyorsun. Yazarın tutum ve görüşlerini açıkla.

DOMAIN: SPOKEN INTERACTION ISCED 2/3

ALAN: SÖZLÜ İLETİŞİM

Level D A passerby asks you indications on how to reach the nearest metro station. Answer the question.	D Seviyesi Yoldan geçen biri size en yakın metro istasyonuna nasıl ulaşacağını soruyor. Sorusunu cevapla.
Level C	C Seviyesi

<p>Your friend asks you an opinion to make a choice. Give your suggestion and explain why.</p>	<p>Arkadaşınız bir seçim yapabilmek için fikrinizi soruyor. Önerini sebepleri ile açıkla.</p>
<p>Level B Taking part in a discussion with your friends, for example commenting a football match results, or debating about an argument, sustain your views and explain your judgments.</p>	<p>B Seviyesi Arkadaşlarınla futbol maçı sonucunu yorumluyorsun veya bir konu üzerinde tartışmada bulunuyorsun. Görüşlerini destekle ve çıkarımlarını açıkla.</p>
<p>Level A Moderate a discussion in a group work with your classmates, invite participants to formulate ideas and opinions with precision, summarize the different points of view, reach a final conclusion supported with references and evidences.</p>	<p>A Seviyesi Sınıf arkadaşlarının olduğu bir grup tartışmasına başkanlık et. Katılımcıları, görüş ve fikirlerini ifade etmek üzere davet et, farklı bakış açılarını özetle, referans ve deliller ile desteklenen sonuca var.</p>

DOMAIN: SPOKEN PRODUCTION ISCED2/3

ALAN: KONUŞMA

<p>Level D Introduce yourself to your classmates, telling something about you, of your daily life, interests, of your expectations.</p>	<p>D Seviyesi Beklentilerin, ilgilerin, günlük yaşamın ve kendin hakkında bilgi vererek arkadaşlarına kendini tanıt.</p>
<p>Level C Tell the plot of a movie you liked, describing the characters, their actions, the main events.</p>	<p>C Seviyesi Beğendiğin bir filmin konusunu; filmdeki önemli olayları, filmin karakterlerini ve onların eylemlerini tasvir ederek anlat.</p>

<p>Level B</p> <p>Present the results of your homework (a research, a problem of geometry, an experiment, etc.), using the specific terms, explaining the main steps, in a clear and detailed speech.</p>	<p>B Seviyesi</p> <p>Hazırladığın bir ödevi (araştırma ödevi, geometri problemi, deney vb..) özel terimleri kullanıp, adım adım açıklayarak açık ve detaylı bir konuşma ile sun.</p>
<p>Level A</p> <p>Explain to your classmates an argument you deepened, clearly highlighting the main relevant aspects, and provide argumentations supporting the conclusions</p>	<p>A Seviyesi</p> <p>Sınıf arkadaşlarına, üzerinde yoğunlaştığın bir görüş hakkında, ana bakış açılarını vurgulayarak ve sonucu destekleyen yargılarda bulunarak açıklamalar yap.</p>

DOMAIN: WRITING ISCED 2/3 YAZMA

ALANI:

<p>Level D</p> <p>Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.</p>	<p>D Seviyesi</p> <p>Bir web profili için gerekli olan verileri doldur. Kendini tanı, ilgili tutumlarını ve tercihlerini açıkla.</p>
<p>Level C</p> <p>Take note of the most relevant points of a lesson, writing simple connected texts, and describe your impressions.</p>	<p>C Seviyesi</p> <p>Bir dersin en önemli noktalarını not al, konuyla bağlantılı basit metin yaz ve izlenimlerini açıkla.</p>
<p>Level B</p> <p>Write a clear, detailed summary of a school topic, or an article for the school magazine, with no relevant grammar and syntactic errors.</p>	<p>B Seviyesi</p> <p>Önemli bir dilbilgisi ya da sözdizimi hatası yapmadan okul dergisi için bir yazı ya da okulla alakalı herhangi bir konuda açık ve detaylı bir yazı yaz.</p>
<p>Level A</p>	<p>A Seviyesi</p>

Write a detailed paper about a school topic (or about an experiment, an experience, etc.) with an effective logical structure, using a clear language and terms suited to the context, giving reasons in support or against your point of view, without grammar and syntactic errors.

Önemli bir dilbilgisi ya da sözdizimi hatası yapmadan, okulla ilgili herhangi bir konuda (ya da bir deney, tecrübe vb. hakkında) içeriğine uygun bir dil ve kelimeler kullanarak, bakış açını destekleyen ya da senin görüşlerine ters örnekler içeren bir yazı hazırla.

KC2 COMMUNICATION IN A FOREIGN LANGUAGE

KC2 YABANCI DİLDE İLETİŞİM

Read carefully the five situations. Then, choose the one that you recognize yourself the most, and you think represents your competence:

Beş durumu dikkatlice okuyunuz . Sonra sizin için en uygun olan ya da yeterliliğinizi en iyi şekilde temsil ettiğini düşündüğünüz bir seviye seçiniz.

LEVEL D) I can understand phrases and the most used words related to areas of my interests. I can read very short, simple texts. I can communicate in simple way using simple information on familiar topics and activities. I can use a series of phrases and sentences to describe in simple words my family and other people. I can write short, simple notes and messages.

D SEVİYESİ İlgilerimle alakalı, çok sık kullanılan cümleleri ve kelimeleri anlayabilirim. Çok kısa ve basit metinleri okuyabilirim. Bildik konular ve faaliyetler hakkında basit bilgileri kullanarak kolay bir şekilde iletişim kurabilirim. Ailemi ve diğer insanları birkaç cümleyle ve basit kelimelerle tarif edebilirim. Kısa, basit notlar ve mesajlar yazabilirim.

<p>LEVEL C) I can understand the main points of clear standard speech on familiar matters often heard in work, school, leisure, etc. I can understand texts that consist of everyday language. I can connect short sentences in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can write simple connected texts on familiar topics or of personal interest.</p>	<p>C SEVİYESİ İşte, okulda ve farklı aktivelerde bildik konular üzerine yapılan açık, standart konuşmaların ana hatlarını anlayabilirim. Günlük konuşma dilini içeren metinleri anlayabilirim. Deneyimlerimi, olayları, hayallerimi, umutlarımı ve amaçlarımı basitçe tarif edebilmek için kısa cümleleri bir araya getirebilirim. Bildik konularla alakalı veya kişisel ilgilerimle alakalı konularda basit metinler yazabilirim.</p>
<p>LEVEL B) I can understand extended speeches and follow even complex lines of argument provided the topic is familiar. I can read news and articles concerned with current problems in which the writers adopt particular attitudes or viewpoints. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can write clear, detailed text on a wide range of subjects related to my interests</p>	<p>B SEVİYESİ: Konusu bildik olması halinde uzun konuşmaları ve hatta karmaşık bir tartışmayı anlayabilirim. Yazarların farklı tutum ve bakış açılarına yer verdikleri günlük sorunlarla ilgili makale ve haberleri okuyabilirim. Ana dilini konuşan bir kimseyle akıcı ve hazırlıksız bir şekilde iletişim kurabilirim. İlgi alanlarımla alakalı birçok konuda net, detaylı açıklamalar yapabiliyorum. İlgi alanıma giren konularda geniş bir yelpazede açık, detaylı metinler yazabilirim.</p>
<p>LEVEL A) I can understand extended speeches even if they are structured in a complex way. I can understand sentences in which relationships are only implied and not signaled explicitly. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can express myself fluently and spontaneously without grammar errors. I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate</p>	<p>A SEVİYESİ: Karmaşık bir şekilde yapılandırılmış olsalar bile uzun konuşmaları anlayabilirim. Birbiri ile ilişkileri açıkça belirtilmemiş; ancak ima edilmiş cümleleri anlayabilirim. Üslup farklılıklarını da ayırt ederek uzun, karmaşık ve gerçek olaylara dayanan edebi metinleri anlayabilirim. Dil bilgisi hatası olmadan akıcı ve spontane bir şekilde kendimi ifade edebilirim. Kendimi iyi yapılandırılmış bir metinle bakış açılarımı açık bir şekilde uzunca ifade edebilirim.</p>

conclusion. I can express myself in clear, well- structured text, expressing points of view at some length.

DOMAIN: LISTENING ISCED2/3: ALAN: DINLEME

Level D The teacher tells you to take some objects that are in the classroom. Take the objects she has indicated.	D Seviyesi Öğretmen size sınıftaki bazı nesnelere getirmenizi söylüyor. Gösterdiği nesnelere getirin.
Level C The hotel receptionist gives you some options about renting a bike. Choose the most convenient.	C Seviyesi Oteldeki resepsiyon, size bisiklet kiralama seçenekleri sunuyor. En uygun olanını seçin.
Level B ISCED2: You are listening the TV news about a football match. Refer in your mother tongue the relevant points of the news.	B Seviyesi ISCED2: Televizyonda, bir futbol maçıyla ilgili haber dinliyorsun. Haberin ana hatlarını anadilinde anlat
Level B ISCED3: You are listening the TV news on current affairs. Refer in your mother tongue the relevant points of the news.	B Seviyesi ISCED3: TV’de günlük olaylarla ilgili haberleri dinliyorsun. Haberin ana hatlarını anadilinde anlat
Level A ISCED 2: Your English friends are talking about their holidays. Find pictures representing the place, the season and the activities of their holidays.	A Seviyesi İngiliz arkadaşların tatillerinden bahsediyorlar. Arkadaşlarının tatil yerini, mevsimini ve yaptıkları faaliyetleri temsil eden resimler bul.
Level A	A Seviyesi

<p>ISCED 3: You go to the doctor with a friend of yours. You listen to the explanation of the doctor about the symptoms, the diagnosis, the treatment. Explain everything to your friend, who didn't understand, in your mother tongue.</p>	<p>Arkadaşlarından biriyle doktora gidiyorsun. Hastalık belirtileri, teşhis ve tedavi ile ilgili doktorun yaptığı açıklamaları dinliyorsun. Dinlediğiniz her şeyi, doktoru anlamayan arkadaşınıza, anadilinizde açıklayın.</p>
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DOMAIN: READING ISCED2 /3

ALAN: OKUMA

<p>Level D ISCED2 / 3: You decide to make a cake. You read the list of ingredients and verify if you have everything you need.</p>	<p>D Seviyesi Kek yapmaya karar veriyorsun. İhtiyaç duyulan her şeyin mutfakta olup olmadığını kontrol etmek için malzeme listesini oku.</p>
<p>Level C ISCED2/3: You bought a new video game. You read the instructions and set up the video game on your device.</p>	<p>C Seviyesi Yeni bir bilgisayar oyunu aldın. Talimatları okuyup oyunu cihazına kur.</p>
<p>Level B ISCED2/3: You read the reviews of three films on screening and choose the most favorable review</p>	<p>B Seviyesi Vizyonda olan üç filme ait yorumları okuyorsun ve en beğenilen filmi seç.</p>
<p>Level A ISCED2: You read a newspaper article. Explain the viewpoints of the author in your mother tongue.</p>	<p>A Seviyesi Bir gazetede köşe yazısını okuyorsun. Yazarın görüşlerini anadilinde açıkla.</p>
<p>Level A ISCED3: You read the comments of videogame users. Explain the attitudes of the players in your mother tongue.</p>	<p>A Seviyesi Bilgisayar oyununu oynayan kişilerin yorumlarını okuyorsun. Bu kişilerin görüşlerini anadilinde açıkla.</p>

DOMAIN: SPOKEN INTERACTION ISCED2/3:
ALAN: SÖZLÜ İLETİŞİM

<p>Level D ISCED2/3: You go to a clothes shop to buy a T-shirt. You ask the shop assistant for your size and your favorite color.</p>	<p>D Seviyesi Bir elbise mağazasına T-shirt almak için gidiyorsun. Satış görevlisinden bedenine uygun ve beğendiğin renk T-shirt istiyorsun.</p>
<p>Level C ISCED2/3: You need to call your mum and your mobile is out of power. Ask somebody to make a call and explain the reasons of your needs.</p>	<p>C Seviyesi Annemi araman gerekiyor ve telefonunun şarjı yok. Birisinden arama yapmak için telefonu iste ve niçin ihtiyaç duyduğunu açıkla.</p>
<p>Level B ISCED2/3: You phone to the manager of the place where you want to organize a party, asking about the facilities offered (date, kind of service, music, cost per person).</p>	<p>B Seviyesi Parti vermek istediğin yerin sahibini telefonla arıyorsun ve sunulan hizmetlerle alakalı (tarih, hizmet şekli, müzik, kişi başı ücret gibi) konularda bilgi istiyorsun.</p>
<p>Level A ISCED2/3: You have to make an interview to a teacher of the school partner. Ask him/her some questions about the activities in the classroom.</p>	<p>A Seviyesi Okuldaki bir öğretmenle röportaj yapman lazım. Ona, sınıftaki etkinliklerle ilgili bazı sorular sor.</p>

DOMAIN: SPOKEN PRODUCTION ISCED2/3: ALAN: KONUŞMA BECERİSİ

<p>Level D ISCED2/3: Introduce yourself to your mates, describing your character, your interests, using simple sentences.</p>	<p>D Seviyesi Kişiliğinden ve ilgilerinden bahsederek kendini basit cümlelerle arkadaşlarına tanıtır.</p>
<p>Level C ISCED2/3: Tell a friend about a guided visit you did with your class. Specify the place, the weather conditions, how you travelled.</p>	<p>C Seviyesi Rehber eşliğinde sınıf arkadaşlarıyla yaptığın bir geziyi arkadaşlarına anlat. Gördüğün yerleri, hava şartlarını ve nasıl seyahat ettiğinizi belirt.</p>
<p>Level B ISCED2/3: Tell a friend about a past event that especially affected you, describing your emotions.</p>	<p>B Seviyesi Bir arkadaşına geçmişte seni etkileyen bir olayı ve olay anında hissettiklerini anlat.</p>
<p>Level A ISCED2/3: Talk about a celebrity/a sport character/a topic you are interested in: make a detailed description, give reasons of your choice.</p>	<p>A Seviyesi İlgi duyduğun bir ünlü, bir sporcu ya da bir konu hakkında konuş. Detaylı bir tanımlama yap, neden onu seçtiğini dair sebepler söyle.</p>

DOMAIN: WRITING ISCED2

ALAN: YAZMA

<p>Level D ISCED2: Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.</p>	<p>D Seviyesi Bir internet sayfasındaki profil bilgilerini doldur. Kendini tanı, tercihlerini ve görüşlerini açıkla.</p>
<p>Level C ISCED2: You want to join a gym course organized by your school. Write an email in which you ask about the timetable, the abilities required, the duration, the teachers, the kind of activities provided.</p>	<p>C Seviyesi Okul tarafından organize edilen bir spor kursuna katılmak istiyorsun. Kursun saatini, süresini, kursta görev alan öğretmenleri ve etkinlik türlerini öğrenmek için bir e-posta yaz.</p>
<p>Level B ISCED2: You are attending to an online course and you have to introduce yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies.</p>	<p>B Seviyesi Çevrimiçi bir kursa katılıyorsun ve kursun özel web platformunda kendini tanıtmak gerekli. Kişisel bilgilerini ver, aileni, yaşadığın yeri, okulunu, sevdiğin dersleri ve hobilerini yaz.</p>
<p>Level A ISCED2: You write a review about a film/a book/a sport/ a cultural event that especially affected you. Explain the reason of your choice.</p>	<p>A Seviyesi Seni etkileyen bir film/bir kitap/bir spor/bir kültürel etkinlik hakkında yorum yazıyorsun. Tercih sebebini açıkla.</p>

DOMAIN: WRITING ISCED3

ALAN: YAZMA ISCED3

<p>Level D</p> <p>ISCED3: Fill in the data required in a web profile. Introduce yourself, describe your relevant attitudes and preferences.</p>	<p>D Seviyesi</p> <p>Bir web profilindeki bilgileri doldur. Kendini tanıt, fikir ve tercihlerini anlat.</p>
<p>Level C</p> <p>ISCED3: Write an email to a music school asking for information about a guitar course: timetable, address, cost, duration, teachers, level of the course.</p>	<p>C Seviyesi</p> <p>Gitar kursu hakkında bilgi almak için bir müzik okuluna, e-posta yaz: ders saatlerini, kursun adresini, ücretini, süresini, öğretmenlerini ve kursun seviyesini sor.</p>
<p>Level B</p> <p>ISCED3: You are attending to an online course and you have to introduce yourself on the dedicated web platform. Give personal information, describe your family, the place where you live, your school, your favorite subjects, your hobbies, your dreams.</p>	<p>B Seviyesi</p> <p>Çevrimiçi bir kurs alıyorsun ve kendini bu kursa ilgili web platformunda tanıtman gerekli. Kişisel bilgilerini ver, aileni, yaşadığın yeri, okulunu, sevdiğin derslerini, hobilerini ve hayallerini açıkla.</p>
<p>Level A</p> <p>ISCED3: You write a review about a film/ a book/ a sport/ a cultural event that especially affected you. Explain the reason of your choice and give your personal and critical point of view.</p>	<p>A Seviyesi</p> <p>Seni etkileyen bir film/kitap/spor/kültürel etkinliği tanıtan bir tanıtım metni yazıyorsun. Seçiminin sebebini açıkla ve kendi bakış açını ve fikirlerini belirt.</p>

KC4 DIGITAL COMPETENCE

KC4 DIJITAL YETERLİLİK

General situations for the Mastery Level identification	Beceri Seviyesini belirlemek için genel durumlar
Read the five situations carefully and choose the one that you recognize yourself the most in or that you would relate your own performance in this particular competence to:	Beş durumu dikkatlice okuyunuz . Sonra sizin için en uygun olan ya da yeterliliğinizi en iyi şekilde temsil ettiğini düşündüğünüz bir seviye seçiniz.

Level D) I use my device (computer, tablet, smartphone etc.) only for leisure activities like chatting with friends and computer games. If guided I behave safely online and I know little about computers/technology.	D SEVİYESİ Bilgisayar, tablet, akıllı telefon vb. cihazları sadece arkadaşlarla sohbet etmek veya oyun oynamak gibi boş zaman faaliyetleri için kullanırım. Eğer rehberlik edilirse güvenli bir şekilde internete girerim ve bilgisayar/teknoloji hakkında çok az şey biliyorum.
Level C) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games) but also to check news online and for school related activities. I know some rules on how to behave safely online but am not always sure how to put them into practice. I have a basic knowledge of how computers/technology works.	C SEVİYESİ Bilgisayar, tablet, akıllı telefon vb. cihazları arkadaşlarla sohbet etmek veya oyun oynamak gibi boş zaman faaliyetleri için kullanırım. Fakat aynı zamanda interneti haberlere bakmak ve okul ile ilgili faaliyetler için kullanırım. İnterneti güvenli bir şekilde nasıl kullanacağıma dair bazı kuralları biliyorum fakat bunları nasıl pratiğe döneceğim konusunda her zaman emin olamıyorum. Bilgisayar ve teknolojinin nasıl işlediğine dair temel bilgim mevcuttur.
Level B) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games),	B SEVİYESİ Bilgisayar, tablet, akıllı telefon vb. cihazları arkadaşlarla sohbet etmek,

<p>to check news online and for school related activities. I know how I need to behave online to be safe and have a good knowledge of how computers/technology works.</p>	<p>oyun oynamak gibi boş zaman faaliyetlerinin yanında, haberlere bakmak ve okul ile ilgili faaliyetleri yapmak için kullanırım. İnterneti güvenli kullanmam için nasıl davranmam gerektiğini ve bilgisayar/teknolojinin nasıl çalıştığını bilirim.</p>
<p>Level A) I use my device (computer, tablet, smartphone etc.) for leisure activities (e.g. chat, computer games), to check news online and for school related activities. I know how to behave safely online and proactively protect myself and others (e.g. from cyberbullying). I have an excellent knowledge of how computers work and keep myself updated on new developments.</p>	<p>A SEVİYESİ Bilgisayar, tablet, akıllı telefon vb. cihazları arkadaşlarla sohbet etmek, oyun oynamak gibi boş zaman faaliyetlerinin yanında, haberlere bakmak ve okul ile ilgili faaliyetleri yapmak için kullanırım. İnternette nasıl güvende kalacağımı bilirim ve kendimi ve başkalarını (siber zorbalık vs.den) koruyabilirim. Bilgisayarların nasıl çalıştığına dair üst düzey bilgim vardır ve yeni gelişmeleri her zaman takip ederim.</p>

DOMAIN: USE OF INFORMATION ISCED2

ALAN: BİLGİNİN KULLANIMI ISCED2

<p>Level D You have to search information on the construction of the Egyptian pyramids. Use a search engine and save the results on your computer.</p>	<p>D Seviyesi Mısır piramitlerinin yapımı ile ilgili araştırma yapman gerekiyor. Bir arama motoru kullan ve araştırma sonuçlarını bilgisayarına kaydet.</p>
<p>Level C You want your parents to buy you a new pair of shoes online. Use a browser to find the e-commerce websites to buy them, and to compare models, prices and shipping options.</p>	<p>C Seviyesi İnternette yeni bir çift ayakkabı almalarını aileden istiyorsun. Ayakkabıları almak için bir arama motoru kullanarak e-ticaret yapan</p>

	siteleri bul; modelleri, fiyatları ve kargo seçeneklerini karşılaştır.
<p>Level B</p> <p>A friend of yours shares on the web the advice that starting from tomorrow the message service you are using on your smartphone will be upon payment. Use a browser to verify if the information is true, comparing the results of your web search.</p>	<p>B Seviyesi</p> <p>Akıllı telefonunda kullandığın mesaj servisinin yarından itibaren ücretlendirmeye tabi olacağı bilgisini arkadaşlarından biri internete paylaşıyor. Bilgiyi doğrulamak için bir arama motoru kullan ve web arama sonuçlarını karşılaştır.</p>
<p>Level A</p> <p>You have to write a school paper about recent news. Look for the news on the web, compare the sources, gather and label the results in a digital archive so that they can be retrieved by your classmates.</p>	<p>A Seviyesi</p> <p>Son gelişmelerle ilgili bir okul ödevi yazman gerekiyor. Web'den haberleri araştır, kaynakları karşılaştı, sonuçları toplayıp isimlendirerek sınıf arkadaşlarının ulaşabileceği şekilde arşivle.</p>

DOMAIN: COMMUNICATION ISCED2

ALAN: İLETİŞİM ISCED2

<p>Level D</p> <p>You have to communicate to your uncle that next weekend you will visit him. Send him an e-mail asking the read receipt.</p>	<p>D Seviyesi</p> <p>Gelecek hafta ziyaret edeceğin amcanla iletişim kurmak zorundasın. Ona okundu bilgisini sorgulayan bir e-mail gönderin.</p>
<p>Level C</p> <p>You want to show to your friends the place where you spent your holidays. Send a group message using the e-mail or the message service on your smartphone attaching the holiday pictures.</p>	<p>C Seviyesi</p> <p>Tatilini geçirdiğin yeri, arkadaşlarına göstermek istiyorsun. Akıllı telefonundaki mesaj servisini veya e-maili kullanarak ekinde tatil resimleri olan bir grup mesajını arkadaşlarına gönder.</p>
<p>Level B</p>	<p>B Seviyesi</p>

<p>In your neighborhood they are organizing a party and you are in charge to send the invitations. Choose the appropriate channels (forum, Facebook, e-mail, message service, etc.) to spread the invitation to as many people as possible, invite people and answer to the request of information.</p>	<p>Mahallenizde bir parti organize ediyor ve davetiye göndermekle sorumlusun. Mümkün olduğunca çok kişiye davetiye göndermek için en uygun kanalı (Forum, Facebook, e-posta, mesaj servisi, vb) seçin. İnsanları davet edin ve bilgi taleplerine cevap verin.</p>
<p>Level A You are the coordinator of a small group in your classroom and you have to do schoolwork. Choose the appropriated online communication system in order to exchange files and work at a distance with your classmates.</p>	<p>A Seviyesi Sınıftaki küçük bir grubun koordinatörünüz ve bir ödev yapmak zorundasınız. Sınıf arkadaşlarınızla, dosya ve çalışmalarınızı uzaktan paylaşmak için uygun bir çevrimiçi iletişim aracı seçin.</p>

DOMAIN: CONTENT CREATION ISCED2

ALAN: İÇERİK OLUŞTURMA

<p>Level D Your teacher asks you the list of the textbooks used in your classroom in a digital format. Create the list using a word processor, or a grid, or a presentation, or a spreadsheet.</p>	<p>D Seviyesi Öğretmenin senden sınıfta kullanılan ders kitaplarının listesini dijital formatta istiyor. Kelime işlemci ya da bir tablo veya bir sunum ya da bir elektronik tablo programı kullanarak liste oluştur.</p>
<p>Level C You have to do a web research about a school topic. Use a search engine to find different contents about the topic, then integrate them in a new digital</p>	<p>C Seviyesi Okul dersleriyle alakalı bir konuda bir web araştırması yapmak zorundasın. Konu hakkında farklı içerikleri bulmak için bir arama motoru kullan, daha</p>

document or a presentation.	sonra sonuçları yeni bir dijital belgeye veya bir sunuya dönüştür.
<p>Level B</p> <p>Your teacher asks you to publish online the pictures of the schoolwork made by your class. Search and choose a free tool available on the web to publish contents online, and publish the pictures with tags and descriptions.</p>	<p>B Seviyesi</p> <p>Öğretmenin sınıfça yaptığınız okul çalışmalarının fotoğraflarını çevrimiçi olarak yayınlamanı istiyor. İçeriği ve fotoğrafları etiket ve açıklamaları ile birlikte çevrimiçi olarak yayınlamak için internet üzerinde mevcut ücretsiz bir araç ara ve seç.</p>
<p>Level A</p> <p>You are responsible for implementing a magazine about your favorite rock band. Realize the fanzine in a digital format, insert multimedia (pictures, videos, text), take care of the formatting and publish it online.</p>	<p>A Seviyesi</p> <p>En sevdiğin rock grubu hakkında bir dergi çıkarmakla sorumlusun. İçeriğinde (resim, video, metin vb.) olan bir dergi hazırla ve çevrimiçi yayınla.</p>

DOMAIN: SAFETY ISCED2

ALAN: GÜVENLİK

<p>Level D</p> <p>You have to create a personal profile to access on the school computer. Create the profile and choose a safe password.</p>	<p>D Seviyesi</p> <p>Okul bilgisayarını kullanmak için kişisel profil oluşturmak zorundasın. Profil oluştur ve güvenli bir şifre seç.</p>
<p>Level C</p> <p>You are opening an account (or you already have an account) on a social media (Facebook, Instagram, Google, etc.). Set the safety and privacy options</p>	<p>C Seviyesi</p> <p>Bir sosyal medya (Facebook, Instagram, Google vs.) hesabı açıyorsun veya zaten bir sosyal medya hesabın var. Kişisel</p>

on your personal profile in order to protect your personal data.	verilerini korumak için profilindeki güvenlik ve gizlilik seçeneklerini ayarla.
Level B You are in an Internet point and you want to check your e-mail and access your personal profile. Set the privacy options on the browser in order to avoid to be tracked during the navigation and take precautions to protect your passwords.	B Seviyesi İnternet bağlantısı olan bir yerdesin. e-postanı kontrol etmek ve kişisel profiline erişmek istiyorsun. Gezinti sırasında takip edilmeyi önlemek ve parolanı korumak için gerekli önlemleri almak amacıyla tarayıcıdaki gizlilik seçeneklerini ayarla.
Level A A friend of yours who has no experience with the computer want to do some shopping online. Help him to find an e-commerce safe website and explain him how to open an account on it, make shopping and protect the payment data.	A Seviyesi Bilgisayar deneyimi olmayan arkadaşlarından biri çevrimiçi alışveriş yapmak istiyor. Ona güvenli bir e-ticaret web sayfası bulması için yardım et. Nasıl hesap açılacağını, alışverişin nasıl yapılacağını ve ödeme bilgilerini nasıl koruyacağını açıkla.

DOMAIN: PROBLEM SOLVING ISCED2ALAN: ALAN :PROBLEM ÇÖZME

Level D You have to install a new browser on your computer. Search the browser online, download it and install it.	D Seviyesi Bilgisayarına yeni bir tarayıcı yüklemen gerekiyor. Tarayıcıyı internetten ara, indir ve kur .
Level C You are doing a schoolwork. Take some photos with your smartphone and put them in a text document or a presentation to integrate the schoolwork.	C Seviyesi Bir okul ödev yapıyorsun. Akıllı telefonun ile fotoğraf çek ve bir metin belgesine veya okul ödevinle ilgili bir sunuma koy.

<p>Level B</p> <p>Your computer suddenly has become very slow. Search and apply the best solution to make it faster.</p>	<p>B Seviyesi</p> <p>Bilgisayarın aniden çok yavaşlıyor. Bilgisayarının hızını artırmak için en iyi çözümü araştır ve uygula.</p>
<p>Level A</p> <p>A new operative system for the type of computer used in your school has been released. Evaluate the features, the price, the compatibility, and the performance of the new operative system and decide if the upgrading is advantageous.</p>	<p>A Seviyesi</p> <p>Okulunda kullanılan bilgisayar türü için yeni bir işletim sistemi piyasaya sürülmüştür. Bu işletim sisteminin özelliklerini, fiyatını, uyumluluğunu ve işletim sisteminin performansını değerlendir ve yükseltmenin avantajlı olup olmadığına karar ver.</p>

THE QUALITY OF THE PERFORMANCE: CONTROL QUESTIONS. PERFORMANSIN KALİTESİ: KONTROL SORULARI

According to the TASK framework, once the learner performed the assigned real task, eventually collecting evidences (pictures, videos, artefacts, etc.), a list of control questions will guide the evaluation of the quality of the performance.	TASK çerçeve planına göre, öğrenen, verilen gerçek görevi yerine getirince, kontrol soruları listesi (resim, video, ve sanat eseri gibi delilleri toplayarak) performansın kalitesinin ölçülmesini sağlayacaktır.
The 4 dimensions of the quality of the performance are the following:	Performansın kalitesini belirleyen dört boyut şunlardır:
Reflective dimension: How do you value your attitude to reflect on your actions while executing a procedure?	Yansıtıcı Boyut: Bir işi yerine getirirken, tutumlarının işlerine yansımalarını nasıl değerlendiriyorsun?
Autonomous dimension: How do you value your attitude to come up with new suggestions, inventing new actions/things?	Özerk Boyut: Yeni öneriler sunma, yeni hareket tarzı veya buluşlar bulmada tutumunu nasıl değerlendiriyorsun?
Self-management dimension: How do you value your attitude to see opportunities, maintain motivation, come up with ideas?	Öz-yönetim Boyutu: Fırsatları görmede, motivasyonunu korumada, ve yeni fikirler üretmede tutumunu nasıl değerlendiriyorsun?
Effectiveness dimension: How do you value your attitude to solve problems, overcoming obstacles, obtain results?	Etki Boyutu: Sorunları çözme, zorlukların üstesinden gelme ve sonuca varmada tutumunu nasıl değerlendiriyorsun?

The following synoptic grid shows the chosen control questions organized into main quality dimension macro-areas and areas.

Aşağıda bulunan özet niteliğindeki tablo , temel kalite ölçütü alanında seçilmiş kontrol sorularını göstermektedir.

Quality dimension area	Quality dimensions	Control questions
REFLECTIVE DIMENSION YANSITICI BOYUT	Critical thinking Eleştirel düşünme	Executing a task, do you consider alternatives to improve your actions? Bir işi yürütürken, eylemlerini iyileştirmek için alternatifler düşünür müsün?
		Executing a task, do you turn your experience in to action? Bir işi yürütürken tecrübelerinizi eyleme döker misiniz?
	Problem solving Problem çözme	Executing a task, are you the one who find solutions to overcome the obstacles? Bir işi yürütürken, zorlukları aşmak için çözüm bulan kişi misinizdir?
		Executing a task, are you the one who set the problem? Bir işi yürütürken, sorun çözen kişi misinizdir?
AUTONOMOUS DIMENSION OTONOM BOYUT	Creativity Yaraticılık	Executing a task, do you come up with new suggestions? Bir işi yürütürken, yeni öneriler sunar mısınız?

		<p>Do you analyse the same situation from different points of view? Aynı durumu farklı bakış açılarıyla analiz eder misiniz?</p>
	Initiative Girişkenlik	<p>Are you the one who comes up with ideas? Fikirler üreten biri misiniz?</p> <p>Are you the one who sees opportunities? Fırsatları gören biri misiniz ?</p>
SELF-MANAGEMENT DIMENSION ÖZ-YÖNETİM BOYUTU	Risk assessment Risk değerlendirme	<p>Do you recognize threats before taking an action? Harekete geçmeden önce tehditleri algılar mısınız?</p>
		<p>Do you take the risks? Risk alır mısınız?</p>
	Decision making Karar alma	<p>Do you collect info before taking decisions? Karar almadan önce bilgi toplar mısınız?</p>
		<p>Do you set acceptable conditions for taking decisions? Karar almak için uygun şartlar oluşturur musunuz?</p>
	Constructive management of feelings Duyguların yapıcı yönetimi	<p>Executing a task, can you maintain a good level of concentration? Görev yürütürken, konsantrasyonunu iyi bir seviyede koruyabilir misiniz?</p>
		<p>Executing a task, do you overcome stress? Bir işi yürütürken, stresle başa çıkabilir misiniz?</p>
EFFECTIVENESS DIMENSION	Effectiveness Verimlilik	<p>Executing a task, do you accomplish what needs to be done?</p>

ETKİ BOYUTU		Bir işi yürütürken, yapılması gerekeni başarabilir misiniz?
		Do you bring the task to completion? İşini sonuçlandırabilir misiniz?
	Impact Etki	Executing a task, do you make it work? Bir işi yürütürken, işe yarar hale getirebilir misiniz?
		Executing a task, do you meet the aim? Bir işi yürütürken, amaca ulaşabilir misiniz?
	Adequate use of resources Kaynakların yeterli kullanımı	Executing a task, do you know the sources to gain necessary information? Bir işi yürütürken, gerekli bilgiyi toplamak için gerekli olan kaynakları bilir misiniz?
		Executing a task, do you engage a balanced elapse of time? Bir işi yürütürken, makul bir süre kullanır mısınız?