

HOEZO & CEFR

(Common European Framework of Reference)

Progress Evaluation and Level Assessment:

Skill progression throughout curriculum

This document provides learners and instructors with an overview of the means to evaluate progress during the course as well as during final progress assessments. This overview also shows which HOEZO course competences are targeted above those of a standard CEFR course, and how these competences are to be evaluated and assessed.

The Hoezo intensive courses are aligned with CEFR guidelines, offering clear proficiency levels for learners. Assessments are designed to meet global standards and specific learning objectives, ensuring consistency and effectiveness.

1. By following CEFR guidelines, learners, instructors, have a transparent understanding of proficiency expectations at each course level.
2. Adherence to CEFR standards ensures consistency and quality across all courses, facilitating fair evaluation and recognition of language skills.
3. The document provides learners and instructors with a framework to tailor lessons accordingly, enhancing the relevance and effectiveness of the course.
4. Clear proficiency levels and assessment criteria enable both learners and instructors to monitor progress effectively, and facilitating targeted support where needed.

Table Of Contents

1.	HOEZO COURSE LEVELS	1
2.	GLOBAL LEVEL DESCRIPTIONS	1
3.	COURSE LEVEL DEVIATIONS FROM THE CEFR	2
3.1.	Improvisation Games' positive influence on Competences Error! Bookmark not defined.	
3.2.	Flexibility	2
3.3.	Turntaking	3
3.4.	Thematic Development	4
3.5.	Coherence and Cohesion	5
3.6.	Propositional precision	6
3.7.	Fleuncy	7
4.	TARGET DESCRIPTIONS ALL COURSES	8
4.1.	listening	8
4.2.	reading	8
4.3.	spoken interaction	9
4.4.	spoken production	9
4.5.	writing	10
5.	SPOKEN LANGUAGE TARGETS	10
5.1.	Basic Essentials (A1)	10
5.2.	Discover Your Dutch Voice (A2)	11
5.3.	Sharing Ideas (B1)	11
5.4.	Express Yourself (B2)	12

1. HOEZO Course Levels

Practical Essentials	A1
Discover your Dutch voice	A2
Sharing Ideas	B1
Express Yourself	B2

2. Global Level Descriptions

Practical Essentials	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Discover your Dutch voice	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Sharing Ideas	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Express Yourself	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

* course competence is targeted a level above course-level

3. Course Level Deviations from the CEFR

3.1. Overview

The competencies listed in the table below are targeted at a level above (*) or a half level above (+) course CEFR level. All other competences are evaluated and assessed in accordance to course CEFR level.

Flexibility *	§ 3.2
Turntaking *	§ 3.3
Thematic development *	§ 3.4
Coherence and cohesion *	§ 3.5
Propositional precision *	§ 3.6
Fluency +	§ 3.7
Spoken production +	§ 4.3
Spoken interaction +	§ 4.4

3.2. Flexibility

Flexibility is concerned with the ability to adapt language learnt to new situations and to formulate thoughts in different ways. Key concepts operationalised include the following:

- recombining learnt elements creatively (especially A1, A2);
- adapting language to the situation and to changes of direction in conversation and discussion;
- reformulating points in different ways to emphasise points,
- express degrees of commitment and confidence, and avoid ambiguity.

Basic Essentials	A2 *	Can adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution. Can expand learnt phrases through simple recombinations of their elements.
Discover your Dutch Voice	B1 *	Can adapt their expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what they want.
Sharing Ideas	B2 *	Can adjust what they say and the means of expressing it to the situation and the recipient. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what they want to say. Can reformulate an idea to emphasise or explain a point.
Express Yourself	C1 *	Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order. Can modify their expression to express degrees of commitment or hesitation, confidence or uncertainty.

* course competence is targeted a level above course-level

3.3. Turntaking

Turntaking is concerned with the ability to take the discourse initiative. This ability can be viewed both as an interaction strategy (to take the floor) or as an integral aspect of discourse competence. Key concepts include the following:

- initiating, maintaining and ending conversation;
- intervening in an existing conversation or discussion, often using a prefabricated expression to do so, or to gain time to think.

Basic Essentials	A2*	Can use simple techniques to start, maintain or close a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
Discover your Dutch Voice	B1*	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
Sharing Ideas	B2*	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn while formulating what they want to express.
Express Yourself	C1*	Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.

* course competence is targeted a level above course-level

3.4. Thematic Development

This scale is concerned with the way in which ideas are logically presented in a text and related to each other in a clear rhetorical structure. It also involves following relevant discourse conventions. Key concepts operationalised in the scale include the following:

- telling a story/relating a narrative (lower levels);
- developing a text, expanding and supporting points appropriately, for instance with examples;
- developing an argument (especially B2 to C1)

Basic Essentials	A2*	No CEFR descriptors available for A2-1 Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using “like” or “for example”.
Discover your Dutch Voice	B1*	Shows awareness of the conventional structure of the text type concerned when communicating their ideas. Can reasonably fluently relate a straightforward narrative or description as a sequence of points. Can clearly signal chronological sequence in narrative text. Can develop an argument well enough to be followed without difficulty most of the time.
Sharing Ideas	B2*	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can present and respond to complex lines of argument convincingly Can follow the conventional structure of the communicative task concerned when communicating their ideas. Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples. Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. Can evaluate the advantages and disadvantages of various options. Can clearly signal the difference between fact and opinion
Express Yourself	C1*	Can use the conventions of the type of text concerned to hold the target reader’s attention and communicate complex ideas. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can write a suitable introduction and conclusion to a long, complex text. Can expand and support the main points at some length with subsidiary points, reasons and relevant examples.

* course competence is targeted a level above course-level

3.5. Coherence and Cohesion

Coherence and cohesion refer to the way in which the separate elements are interwoven into a coherent whole by exploiting linguistic devices such as referencing, substitution, ellipsis and other forms of textual cohesion, plus logical and temporal connectors and other forms of discourse markers. Both cohesion and coherence operate at the level of the sentence/utterance and at the level of the complete text. Key concepts include the following:

- linking elements, mainly with logical and temporal connectors;
- using paragraphs to emphasise text structure;
- varying the types of cohesive devices used, with fewer “clunky” connectors (C levels).

Basic Essentials	A2*	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words/signs with simple connectors (e.g. “and”, “but” and “because”). Can link words/signs or groups of words/signs with very basic linear connectors (e.g. “and” or “then”).
Discover your Dutch Voice	B1*	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text. Can introduce a counter-argument in a simple discursive text (e.g. with “however”).
Sharing Ideas	B2*	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some “jumpiness” in a long contribution. Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices. Can structure longer texts in clear, logical paragraphs Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas.
Express Yourself	C1*	Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices. Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.

* course competence is targeted a level above course-level

3.6. Propositional precision

Propositional precision concerns the ability to pinpoint how to formulate what one wishes to express. It concerns the extent to which the user/learner can communicate detail and shades of meaning, and can avoid compromising their ideally intended message. Key concepts include:

- type of setting and information concerned (A1 to B1), with no restriction from B2, when the user/learner can communicate detail reliably, even in more demanding situations;
- degree of detail and precision in information given;
- ability to qualify, emphasise and disambiguate likelihood, commitment, belief, etc

Basic Essentials	A2*	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words/signs with simple connectors (e.g. “and”, “but” and “because”). Can link words/signs or groups of words/signs with very basic linear connectors (e.g. “and” or “then”).
Discover your Dutch Voice	B1*	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text. Can introduce a counter-argument in a simple discursive text (e.g. with “however”).
Sharing Ideas	B2*	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some “jumpiness” in a long contribution. Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices. Can structure longer texts in clear, logical paragraphs Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas.
Express Yourself	C1*	Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices. Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.

* course competence is targeted a level above course-level

3.7. Fleuncy

Key concepts operationalised in the scale include the following:

- ability to construct utterances, despite hesitations and pauses (lower levels);
- ability to maintain a lengthy production or conversation;
- ease and spontaneity of expression

Basic Essentials	A1+	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.
Discover your Dutch Voice	A2+	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.
Sharing Ideas	B1+	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.
Express Yourself	B2+	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language.

+ course competence is targeted half a level above course-level

4. Target Descriptions all courses

4.1. listening

Basic Essentials	A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
Discover your Dutch Voice	A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Sharing Ideas	B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Express Yourself	B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

4.2. reading

Basic Essentials	A1	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
Discover your Dutch Voice	A2	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Sharing Ideas	B1	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Express Yourself	B2	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

4.3. spoken interaction

Basic Essentials	A1	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
Discover your Dutch Voice	A2	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
Sharing Ideas	B1	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
Express Yourself	B2	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

4.4. spoken production

Basic Essentials	A1	I can use simple phrases and sentences to describe where I live and people I know.
Discover your Dutch Voice	A2	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Sharing Ideas	B1	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
Express Yourself	B2	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

4.5. writing

Basic Essentials	A1	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
Discover your Dutch Voice	A2	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.
Sharing Ideas	B1	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
Express Yourself	B2	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

5. Spoken Language Targets

5.1. Basic Essentials (A1)

Basic Essentials	A1	Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
		Accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.
		Fluency ⁺	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
		Interaction [*]	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
		Coherence [*]	Can link words or groups of words with very basic linear connectors like "and" or "then".

* course competence is targeted a level above course-level

5.2. Discover Your Dutch Voice (A2)

Discover Your Dutch Voice	A2	Range	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.
		Accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes.
		Fluency+	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
		Interaction*	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
		Coherence*	Can link groups of words with simple connectors like "and", "but" and "because".

5.3. Sharing Ideas (B1)

Sharing Ideas	B1	Range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
		Accuracy	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
		Fluency+	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
		Interaction*	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
		Coherence*	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

* course competence is targeted a level above course-level

5.4. Express Yourself (B2)

Express Yourself	B2	Range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.
		Accuracy	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.
		Fluency ⁺	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.
		Interaction [*]	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.
		Coherence [*]	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.

* course competence is targeted a level above course-level

