

A QUALITY MATRIX FOR CEFR USE: Underlying Principles of Quality

1. **Relevance:** to the needs, objectives and purposes of the users and the social, cultural and educational characteristics of the context; appropriate and fit for purpose. Aspects of relevance include:
 - a. **user-centredness** (effective CEFR-based needs analysis; taking into account strengths and weaknesses)
 - b. **targeting to user level** (building onto previous knowledge: Involving an optimal level of innovation / complexity / new information: slightly challenging but manageable with supported learning)
 - c. **feasibility** (realism: compatibility between plans and context: e.g. amount of time, money and expertise available)
 - d. **individualisation** (taking account of learning experience, learning styles; dispositions/preferences)
 - e. **accountability** (societal and political needs and priorities)
2. **Validity:** approach(es) to language education are visibly aligned to and consistent with the CEFR and take account of state of the art knowledge and the context; practical implementation developed cyclically on basis of evidence. Aspects of validity include:
 - a. **authenticity** (situations, texts, tasks reflect the real world)
 - b. **interactivity** (CEFR action-oriented approach: tasks stimulate interaction between competences and encourage strategies and critical/creative thinking)
 - c. **standardisation** (valid and reliable interpretation of CEFR levels aligned to official, international examples; curriculum and assessment procedures are properly implemented)
 - d. **consistency** (between stated approach and implemented practice; evaluation enhanced through defined criteria; collaboration and moderation techniques employed to enhance trustworthiness)
 - e. **ongoing validation** (successive checking, revising, and improving of materials, procedures etc., on the basis of evidence, to ensure that procedures work adequately and that results can be trusted)
3. **Transparency:** public availability of key information. Aspects of transparency include:
 - a. **clarity of aims** (descriptors make these clear to learners, parents, future employers, other stakeholders)
 - b. **clarity about achievement** (reports, attestations, certificates etc. make individual profile and level attained clear to learners, parents, future teachers, employers etc.)
 - c. **exemplification of standards** (e.g. benchmarked videos of learner performance expected at each level, learners describing what they can do with their language)
4. **Coherence:** joined-up thinking and internal consistency. Aspects of coherence include:
 - a. **constructive alignment** (CEFR levels used to ensure coherence between curriculum, teaching and assessment.)
 - b. **internal coherence** (balanced relationship between complementary elements: presentation / practice, authentic tasks / enabling activities; teacher-led work / group work, etc.)
 - c. **sequential coherence** (logical structure in the end-objectives set for successive stages - e.g. years/sectors or the stages of a project; compatibility of approaches in successive stages; revision)
 - d. **lateral coherence across language curricula** (coordination of objectives, approaches, teacher networking, transversal approach)
5. **Inclusiveness:** opportunities to get involved, acquire perspective, make choices.
Aspects of inclusiveness include:
 - a. **diversity** (promotion of linguistic/cultural diversity; creative and pluralistic approaches at the forefront)
 - b. **involvement** (participation is encouraged, opportunities are created for personal engagement)
 - c. **partnership** (possibility to make choices, contribute to decisions, share responsibility)
6. **Sustainability:** results are transferable, transformative, and long-lasting. Aspects of sustainability include:
 - a. **maintenance** (commitment from relevant decision-makers to ensure continued support for structure, resources structure, and modalities in order to ensure continuation)
 - b. **transferability** (long-lasting learning that can be applied to new situations and challenges)
 - c. **generalisability** (development of transversal competences and strategies, problem-solving ability, awareness-raising: training towards self-direction/regulation)