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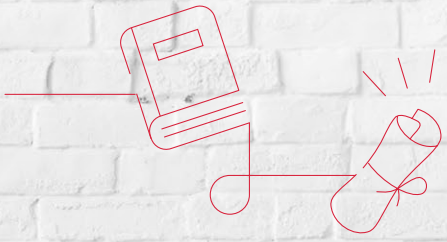
SERVICIO INTERNACIONAL DE EVALUACIÓN DE LA LENGUA ESPAÑOLA

# GUIDE TO SITTING THE SIELE EXAM



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# GOVERNING BODY

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SIELE is the **Servicio Internacional de Evaluación de la Lengua Española** (International Assessment Service for the Spanish Language), a service that assesses and certifies **Spanish proficiency** through technological means and is directed towards **students and professionals** around the world.

Promoted by the **Instituto Cervantes, Universidad Nacional Autónoma de México, Universidad de Salamanca** and **Universidad de Buenos Aires,** these institutions guarantee the standards for quality and good practices in the creation of the tests and the use of diverse linguistic varieties in the Hispanic world.

SIELE certifies degree of proficiency for the Spanish language with four tests: **Reading comprehension, Listening comprehension, Written expression and interaction** and **Oral expression and interaction;** and takes as reference the levels established by the *Common European Framework of Reference for Languages* (CEFR) from the European Council.

## OBJECTIVE

This guide is directed towards every person, company and educational entity that may be interested in knowing in detail the contents of the different tests and modalities of SIELE certification.

**SIELE** is a **multi-level exam** in which each task in each test presents a different degree of difficulty, which allows for the candidate to be placed in their proficiency level, from level A1 to level C1 according to the CEFR.

## What are the characteristics of the test?

Paperwork is performed electronically (registration, reservation, communication) with a SIELE examination center and through a booking system.

### Quick and fast

Results are received within a maximum period of three weeks and the candidate may print their certificate or report from the computer application.

### Adaptable

Different exam modalities are available to attend to the different needs of users, institutions, or companies.

### Flexible

The exam takes place in a SIELE examination center and on the day of your choice. Educational institutions can create systems unified to the training actions independent of the students/professors' country of residence.

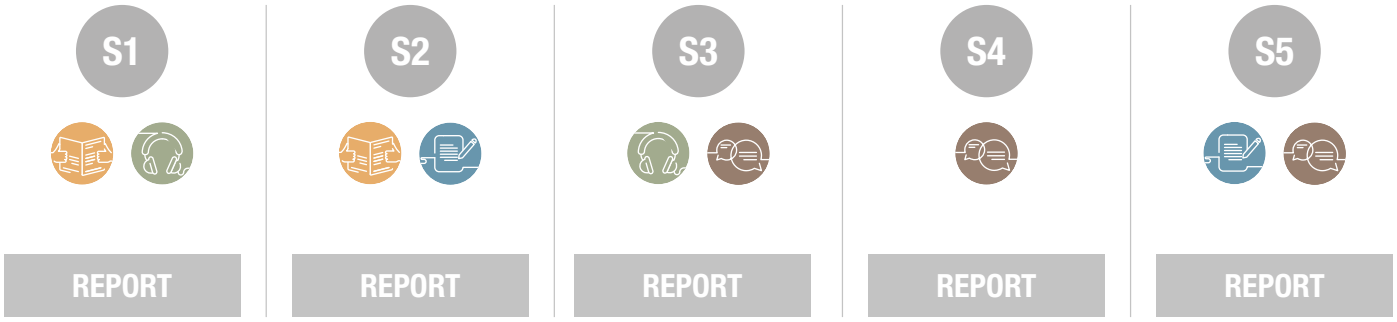
### Uniform

It is panhispanic and includes different linguistic variations of Spanish.

The **SIELE examination is modular,** so candidates can take the complete exam or just some of the tests.
**There are six options:**

## SIELE Global

## Independent modalities




### SIELE Global

The SIELE Global exam comprises **4 tests** that correspond to the **four language communication activities.**

It is the **most complete modality** to **certify** your level of **spanish proficiency.**

| TEST 1 | TEST 2 | TEST 3 | TEST 4 |
|---|---|---|---|
| Reading comprehension | Listening comprehension | Written expression and interaction | Oral expression and interaction |

The total **duration** of the exam is **3 hours** and the **highest possible score** is **1000 points** (each test accounts for a maximum of 250 points).

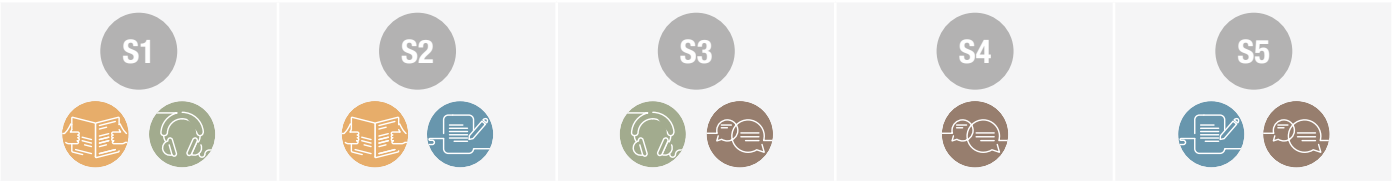
Upon completing the SIELE Global exam, you shall receive a **certificate,** globally recognized, with a validity period of five years, which includes a per-test score and a CEFR level equivalence and a numerical score of 0 to 1000 representing the sum of each test.

| | TEST | NUMBER OF TASKS | WEIGHTING | DURATION | GRASE | LEVEL |
|---|---|---|---|---|---|---|
| SIELE Global | Reading comprehension | **5** tasks | **250** | **60** minutes | **Automatic** (closed-ended questions) | **0 - 1000** |
| | Listening comprehension | **6** tasks | **250** | **55** minutes | **Automatic** (closed-ended questions) | |
| | Written expression and interaction | **2** tasks | **250** | **50** minutes | **Qualifier SIELE** (open-ended questions) | |
| | Oral expression and interaction | **5** tasks | **250** | **15 - 20** minutes | **Qualifier SIELE** (open-ended questions) | |

## SIELE independent modalities

The **independent SIELE modalities** are created from **five possible combinations** of the tests that make up the SIELE Global exam.

Upon completing one of the SIELE independent modalities, you receive a **report** with a validity period of **five years,** which includes your test score(s) and their corresponding CEFR level equivalence.




**S1** Exam that includes the **Reading comprehension** (RC) test and the **Listening comprehension** (LC) sections.

It provides the candidate with an internationally recognized **SIELE certificate,** with a score ranging between 0 and 500. The result is the combination of the score achieved in both sections of the test which corresponds with the *Common European Framework of Reference for Languages*.

**The S1 exam demonstrates internationally your reading and listening comprehension Spanish skills.**

**S2** Exam that includes the **Reading comprehension** (RC) test and the **Written expression and interaction** (WEI) sections.

It provides the candidate with an internationally recognized **SIELE certificate,** with a score ranging between 0 and 500. The result is the combination of the score achieved in both sections of the test which corresponds with the *Common European Framework of Reference for Languages*.

**The S2 exam demonstrates internationally your reading comprehension and written expression Spanish skills.**

**S3** Exam that includes the **Listening comprehension** (LC) test and the **Oral expression and interaction** (OEI) sections.

It provides the candidate with an internationally recognized **SIELE certificate,** with a score ranging between 0 and 500. The result is the combination of the score achieved in both sections of the test which corresponds with the *Common European Framework of Reference for Languages*.

**The S3 exam demonstrates internationally your listening comprehension and oral expression Spanish skills.**

**S4** Exam that includes the **Oral expression and interaction** test (OEI).

It provides the candidate with an internationally recognized **SIELE certificate,** with a score ranging between 0 and 250, and its corresponding score under the *Common European Framework of Reference for Languages* levels.

**The S4 exam demonstrates internationally your oral expression Spanish skills.**

**S5** This exam includes the **Written expression and interaction** (WEI) test and the **Oral expression and interaction** (EIO) sections.

It provides the candidate with an internationally recognized **SIELE certificate,** with a score ranging between 0 and 500. The result is the combination of the score achieved in both sections of the test which corresponds with the *Common European Framework of Reference for Languages* and provides the conversion reference for the ACTFL system.

**The S5 exam demonstrates internationally your oral and written Spanish skills.**

| DESIGN | TEST | DESCRIPTION | SCORE | LENGTH | GRADE | LEVEL |
|---|---|---|---|---|---|---|
| **S1** | **Reading comprehension** **Listening comprehension** | Exam comprised of receptive or comprehension skills tests, both written and spoken. | **500** | **60 + 55** minutes | **Automatic** (closed-ended questions) | **MCER** |
| **S2** | **Reading comprehension** **Written expression and interaction** | Exam comprised of written skills tests (productive and receptive), or of eading and writing. | **500** | **60 + 50** minutes | **Automatic** + **Qualifier SIELE** | |
| **S3** | **Listening comprehension** **Oral expression and interaction** | Exam comprised of spoken skills tests, both receptive and productive. | **500** | **55 + 15** minutes | **Automatic** + **Qualifier SIELE** | |
| **S4** | **Oral expression and interaction** | Independent spoken expression and interaction skills test. | **250** | **15 - 20** minutes | **Qualifier SIELE** (open-ended questions) | |
| **S5** | **Written expression and interaction** **Oral expression and interaction** | The exam contains two sections, which are both the productive skills (oral and written). | **500** | **50 + 15** minutes | **Qualifier SIELE** (open-ended questions) | |

With te SIELE Objective online courses you will be able to optimise your results in the various test that make up the SIELE Exams.

## The SIELE Objective online courses?

**Videos**
These explain how the test works and teach strategies to perform the various tasks with guaranteed success.

**Interactive activities**
Guided activities, in which you will be able to practise the strategies for each of the tasks which make up each test.

**A final test**
This will enable you to apply everything you've learned under identical conditions to those of the exam.

## Courses available

### Online course SIELE Global Objective

With this online course, by means of videos and activities, you will be able to become acquainted with the technical functioning of the exam, learn strategies for each of the tasks and practise the 4 tests which make up the SIELE Global exam: **Reading comprehension, listening comprehension, written expression and interaction** and **oral expression and interaction.**

### Online course Objective S1

Recommended for candidates who want to prepare for the SIELE exam in the S1 independent modality, which includes the **reading comprehension** and **listening comprehension tests.**

### Online course Objective S2

Recommended for candidates who want to prepare for the SIELE exam in the S2 independent modality, which includes the **reading comprehension** and **written expression and interaction tests.**

### Online course Objective S3

Recommended for candidates who want to prepare for the SIELE exam in the S3 independent modality, which includes the **listening comprehension** and **oral expression and interaction tests.**

### Online course Objective S4

Recommended for candidates who want to prepare for the SIELE exam in the S4 independent modality, which includes only the **oral expression and interaction tests.**

### Online course Objective S5

Recommended for candidates who want to prepare for the SIELE exam in the S5 independent modality, which includes the **written expression and interaction tests** and **oral expression and interaction tests.**

The score obtained for each test corresponds to a level of the *Common European Framework of Reference for Languages* according to the following tables.

| LEVEL | SCORE* | TEST | DESCRIPTION |
|---|---|---|---|
| A1 | 33 - 65,99 | Reading comprehension | Users are able to understand very short, simple texts, reading sentence by sentence, understanding basic and common names, words and phrases, and rereading when necessary. |
| | 33 - 65,99 | Listening comprehension | Users understand spoken language whenever it is spoken slowly, pronounced clearly, and includes pauses to allow them to assimilate the meaning. |
| | 34 - 68,99 | Written expression and interaction | Users are capable of requesting and offering personal information in writing with simple, isolated phrases. |
| | 40 - 75,99 | Oral expression and interaction | Users are capable of asking and answering common questions in relation to immediate needs or about everyday topics, as well as making basic statements expressed with simple, isolated phrases about people and places. |

There are no language use descriptors below level A1.

* For lower scores than the ones shown above, the equivalent would be NOT SUITABLE.

| LEVEL | SCORE | TEST | DESCRIPTION |
|---|---|---|---|
| A2 | 66 - 117,99 | Reading comprehension | Users understand short, simple texts about everyday or work related issues, whenever they are written with common and routine vocabulary. |
| | 66 - 111,99 | Listening comprehension | Users understand phrases and expressions related to topics of immediate priority and specific needs (very basic personal and family related information, shopping, place of residence, employment), whenever speech is pronounced clearly and slowly. |
| | 69 - 103,99 | Written expression and interaction | Users are capable of writing notes, short messages and simple sentences, linked with commonly used connectors, about topics related to areas of immediate need. |
| | 76 - 124,99 | Oral expression and interactions | Users can communicate in simple and habitual tasks requiring a basic and direct exchange of information. They are capable of expressing personal opinions and making simple descriptions and presentations about people, living conditions, daily activities and things they like, using short lists of sentences. |

| LEVEL | SCORE | TEST | DESCRIPTION |
|---|---|---|---|
| B1 | 118 - 177,99 | Reading comprehension | Users can read, at a satisfactory comprehension level, simple texts about specific facts and topics related to their specialty. |
| | 112 - 163,99 | Listening comprehension | Users understand the main ideas of clear speech with standard language regarding everyday topics related to work, academic life or leisure, including short accounts or long speeches with complex lines of argumentation, whenever the topic is reasonably known and is developed with explicit markers. |
| | 104 - 166,99 | Written expression and interaction | Users are capable of writing letters and personal notes to request or transmit immediate, simple information, as well as to express ideas about specific or abstract topics. They can write simple, cohesive texts by linking shorter elements in linear sequences. |
| | 125 - 175,99 | Oral expression and interaction | Users are capable of dealing with most travel situations, explaining a problem, and speaking about usual topics or topics of interest, and relatively abstract and cultural topics (films, books, music, etc.).<br>They can express themselves with reasonable fluency and certainty with a simple linguistic repertoire presented as a linear sequence of elements. |

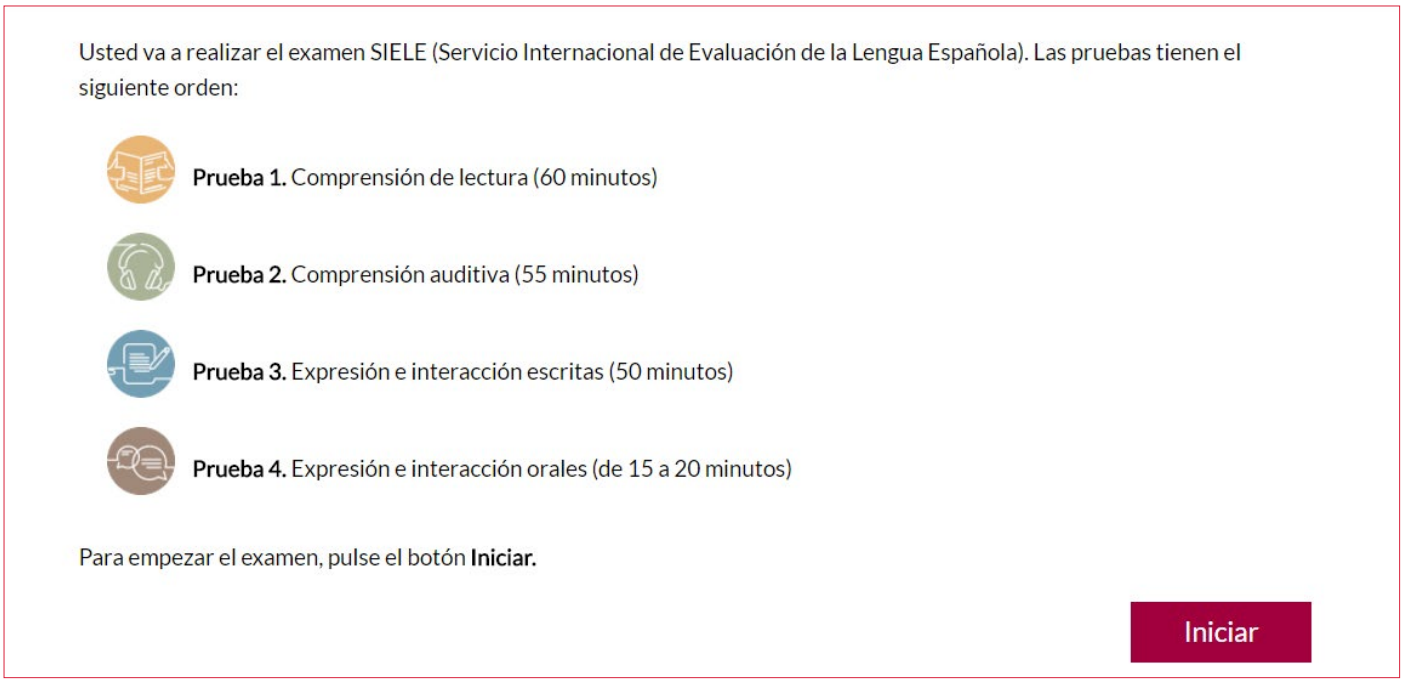
| LEVEL | SCORE | TEST | DESCRIPTION |
|---|---|---|---|
| B2 | 178 - 216,99 | Reading comprehension | Users can read with a high degree of independence, adapting reading style and speed to different types of texts and purposes. They have a broad, active reading vocabulary, but may experience some difficulties when faced with uncommon idioms. |
| | 164 - 210,99 | Listening comprehension | Users understand any type of spoken language, both face-to-face conversations and broadcast speeches about usual or unusual topics, relating to personal, social, academic or professional life. The user understands the main ideas of liguistically complex speeches dealing with specific or abstract topics, including technical aspects within their specialty. |
| | 167 - 214,99 | Written expression and interaction | Users are capable of transmitting information, effectively expressing their point of view, and making connections with other peoples' points of view when dealing with a broad variety of topics. They can write clear, detailed texts. |
| | 176 - 214,99 | Oral expression and interaction | Users make clear and detailed descriptions and presentations about wide range of general, academic, professional or leisure related topics, developing and defending their ideas with adequate explanations and arguments. They effectively speak with fluency, precision and grammatical control, clearly demarcating connections between ideas. |

| LEVEL | SCORE | TEST | DESCRIPTION |
|---|---|---|---|
| C1 | 217 - 250 | Reading comprehension | Users understand in long and complex texts in full detail, both related to their specialty and not, as long as they can go back and read the difficult sections once again. |
| | 211 - 250 | Listening comprehension | Users have adequate understanding to follow a long speech regarding abstract and complex topics. They recognize a wide range of idiomatic and informal expressions and are aware of changes in register. |
| | 215 - 250 | Written expression and interaction | Users are capable of writing about complex topics, effectively recounting them to their audience, highlighting the main ideas, defending their point of view with reasoning and examples, and ending with an appropriate conclusion. They can write clear, precise, well-structured texts of a certain length. |
| | 215 - 250 | Oral expression and interaction | Users make clear and detailed descriptions and presentations about complex topics, integrating additional elements, developing specific ideas and finishing with an appropriate conclusion.<br>They can express themselves fluently and spontaneously, with almost no effort, and command a broad lexical repertoire. |

This section provides a detailed description of each of the tests in the SIELE exam.

## Starting the exam

Before the exam begins, you will see a main screen that describes the modality tests you are going to take.




Example, SIELE Global exam

The tests have been designed from the different inventories to measure the candidates' proficiency level.

The linguistic content of the SIELE exam has been based on inventory content from the *Instituto Cervantes Curricular Plan. Reference levels for Spanish,* which constitute concretion for Spanish of the categories and levels of the *Common European Framework of Reference for Languages.*

Detailed description of each test:

## READING COMPREHENSION TEST

This test comprises **5 tasks** and a total of **38 questions.**

The maximum amount of time allowed to perform this test is **60 minutes.** At all times, the candidate will be informed of the time remaining to finish the test. Once 60 minutes have passed, the test will close and automatically advance to the next test.

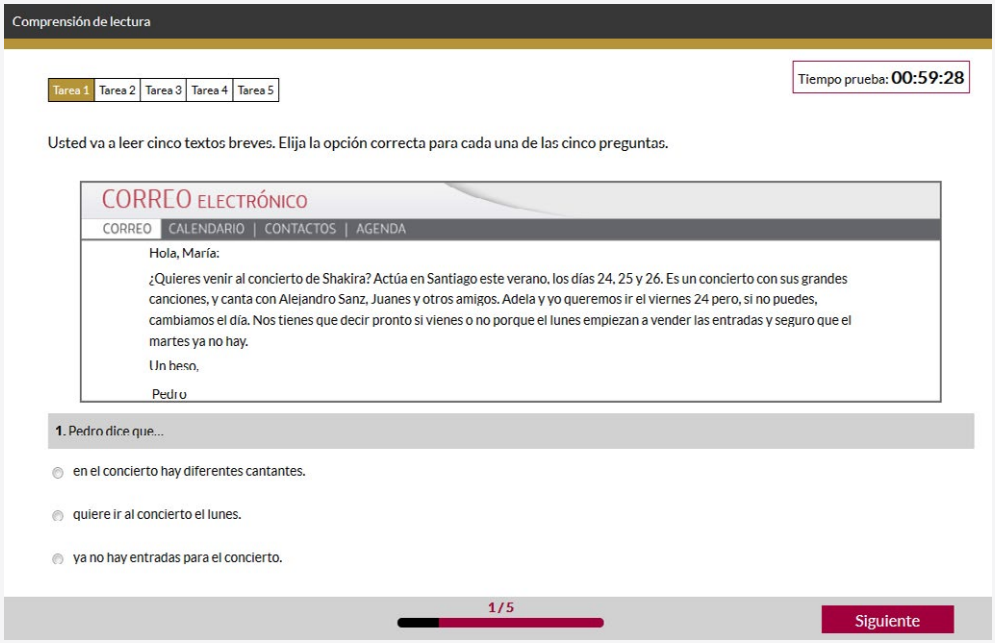
Scoring is automatic, with a maximum score of **250 points.**

General aspects regarding the **functioning of these tasks:**

- In this test, you may not move between tasks. When you finish a task, you advance to the following and you may not return to the previous.
- In Task 1 you may move back and forth between the questions.
- In Task 4 you may move back and forth between the texts.
- **Attention:** In tasks 1 and 2, always use the mouse to move between questions. Do not use the arrows on the keyboard to move between questions as this may delete the marked options.

| NUMBER OF TASKS | NUMBER OF QUESTIONS | TIME PER TEST | TYPE OF GRADE |
|---|---|---|---|
| **5** | **38** | **60 minutes** | **Automatic** (closed-ended questions) |

| TASK | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 1 | 5 | A1 | Read five texts and answer five questions (two in reference to general ideas and three about more explicit information) with three response options for each one. | Capture the general ideas and identify concise and explicit information in short and simple texts. | Adapted messages, emails and texts from informative or promotional material (very short and simple articles from varied magazines or newspapers, pamphlets, advertising spots, calls, blogs, forums and notices).<br>Personal and public setting.<br>**Length:**<br>40-80 words per text. |

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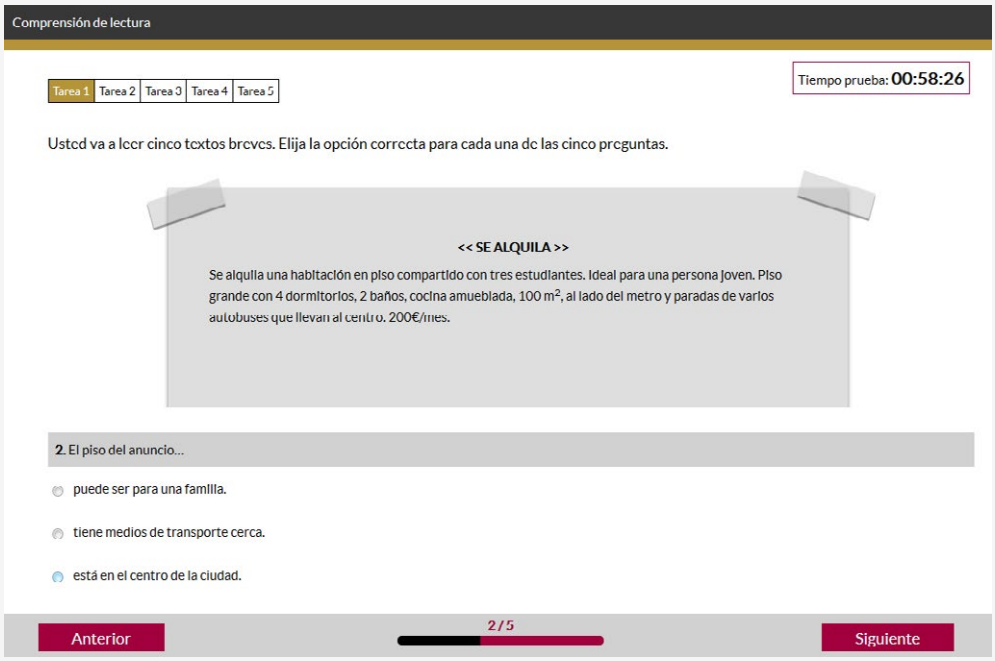


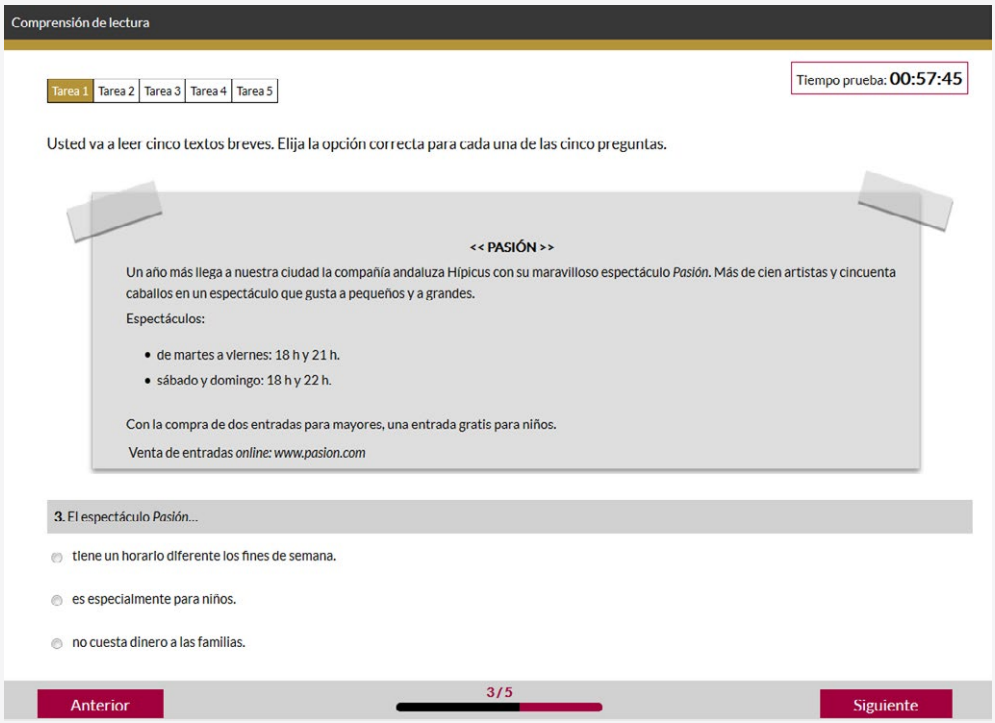


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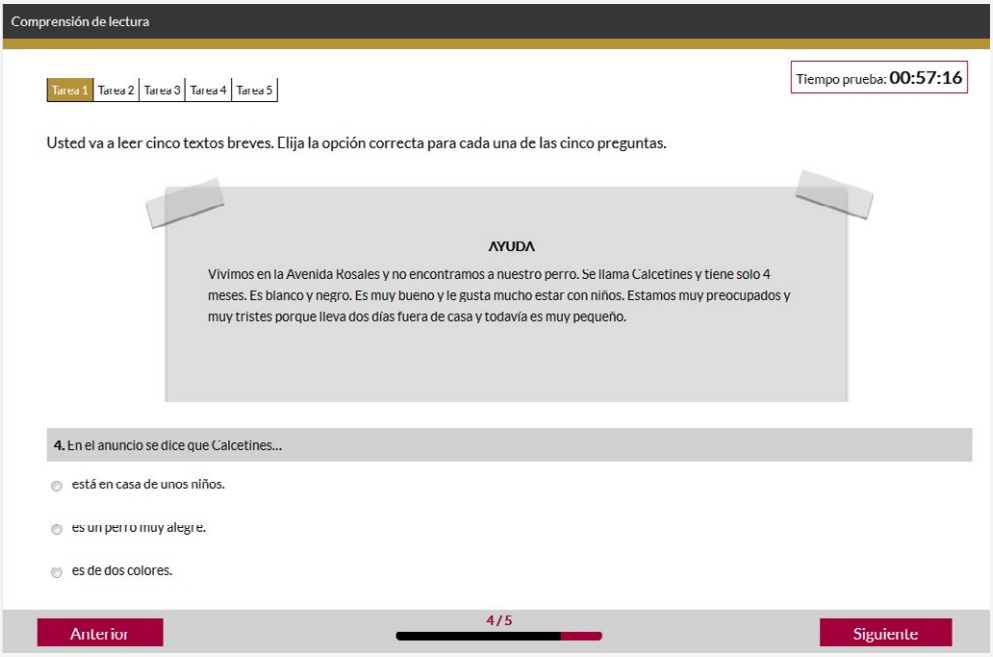
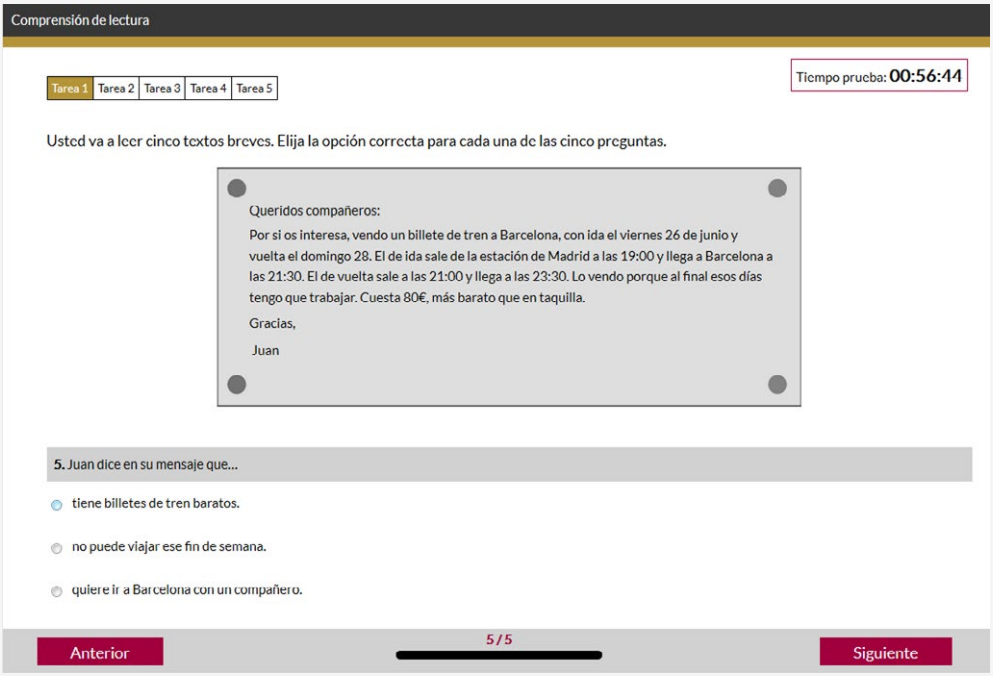
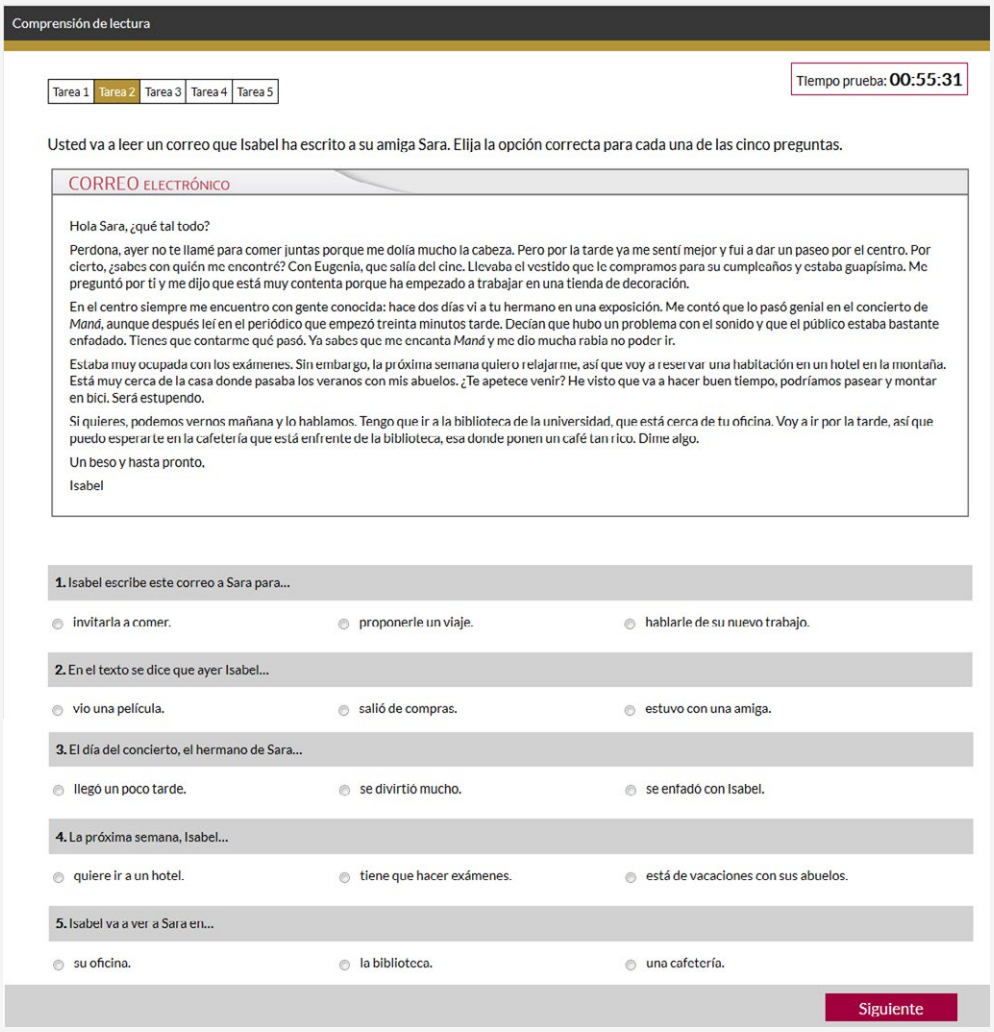
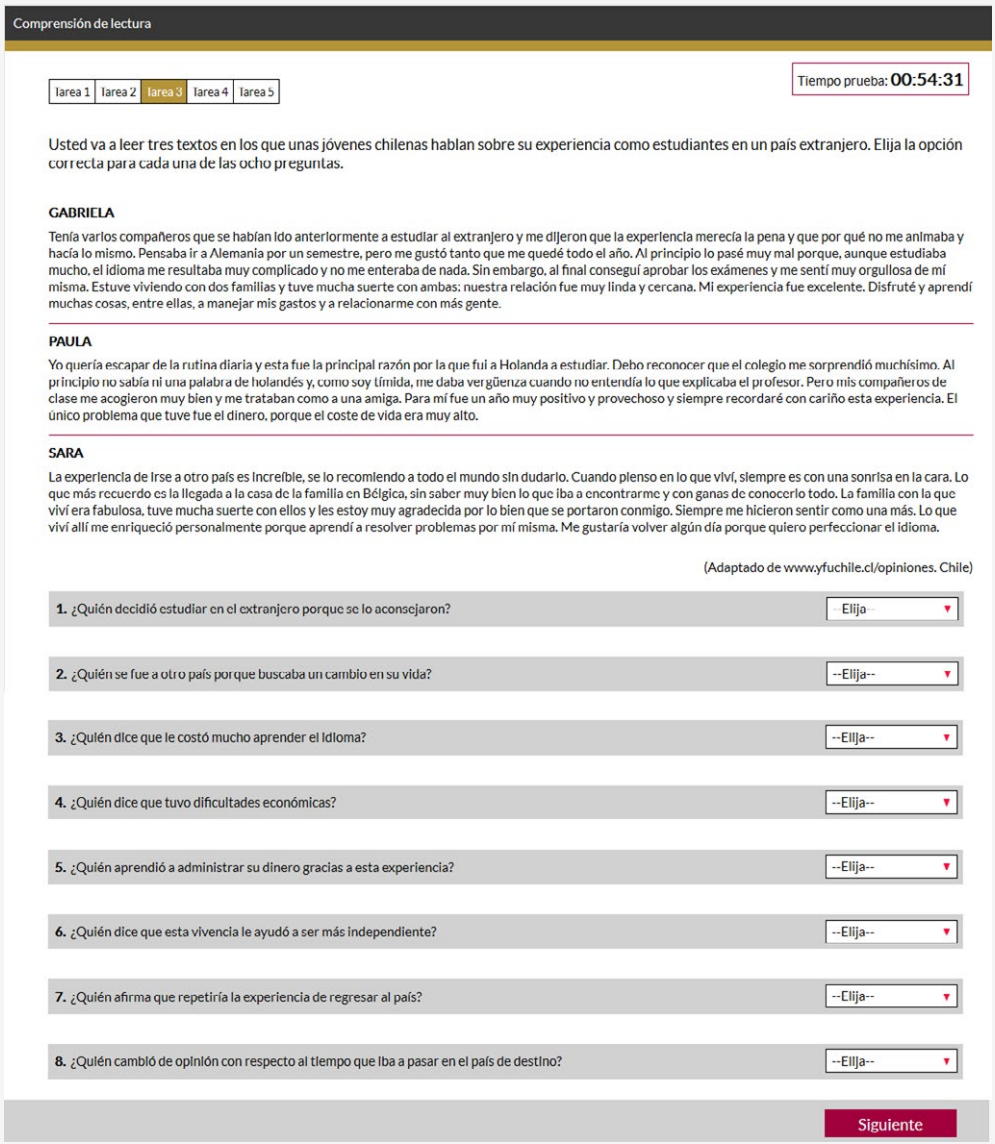

Comprensión de lectura
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Tiempo prueba: 00:57:16
Usted va a leer cinco textos breves. Elija la opción correcta para cada una de las cinco preguntas.
AYUDA
Vivimos en la Avenida Rosales y no encontramos a nuestro perro. Se llama Calcetines y tiene solo 4 meses. Es blanco y negro. Es muy bueno y le gusta mucho estar con niños. Estamos muy preocupados y muy tristes porque lleva dos días fuera de casa y todavía es muy pequeño.
4. En el anuncio se dice que Calcetines...
está en casa de unos niños.
es un perro muy alegre.
es de dos colores.
Anterior
4 / 5
Siguiente


Comprensión de lectura
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Tiempo prueba: 00:56:44
Usted va a leer cinco textos breves. Elija la opción correcta para cada una de las cinco preguntas.
Queridos compañeros:
Por si os interesa, vendo un billete de tren a Barcelona, con ida el viernes 26 de junio y vuelta el domingo 28. El de ida sale de la estación de Madrid a las 19:00 y llega a Barcelona a las 21:30. El de vuelta sale a las 21:00 y llega a las 23:30. Lo vendo porque al final esos días tengo que trabajar. Cuesta 80€, más barato que en taquilla.
Gracias,
Juan
5. Juan dice en su mensaje que...
tiene billetes de tren baratos.
no puede viajar ese fin de semana.
quiere ir a Barcelona con un compañero.
Anterior
5 / 5
Siguiente

| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYOE OF TEXT |
|---|---|---|---|---|---|
| 2 | 5 | A2 | Read a text and answer five questions (two in reference to the main idea and three about more explicit information) with three response options for each one. | Capture the main ideas and identify specific, simple information from a long text. | Personal letters and emails and other short, daily use epistolary texts, such as simple information requests, reservations, requests for clarification about spots, hours, payment types, etc. Personal and public setting. **Length:** 250-300 words |



| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 3 | 8 | B1 | Read three texts and associate them with eight statements or questions. | Locate specific information in descriptive, narrative or informative texts. | Anecdotes, practical information for travel guides, experiences, news, diaries, biographies, job offers... public sphere.<br>**Length:**<br>100-120 words per text. |



Comprensión de lectura

Tarea 1 | Tarea 2 | Tarea 3 | Tarea 4 | Tarea 5

Tiempo prueba: 00:54:31

Usted va a leer tres textos en los que unas jóvenes chilenas hablan sobre su experiencia como estudiantes en un país extranjero. Elija la opción correcta para cada una de las ocho preguntas.

**GABRIELA**

Tenía varios compañeros que se habían ido anteriormente a estudiar al extranjero y me dijeron que la experiencia merecía la pena y que por qué no me animaba y hacía lo mismo. Pensaba ir a Alemania por un semestre, pero me gustó tanto que me quedé todo el año. Al principio lo pasé muy mal porque, aunque estudiaba mucho, el idioma me resultaba muy complicado y no me enteraba de nada. Sin embargo, al final conseguí aprobar los exámenes y me sentí muy orgullosa de mí misma. Estuve viviendo con dos familias y tuve mucha suerte con ambas: nuestra relación fue muy linda y cercana. Mi experiencia fue excelente. Disfruté y aprendí muchas cosas, entre ellas, a manejar mis gastos y a relacionarme con más gente.

**PAULA**

Yo quería escapar de la rutina diaria y esta fue la principal razón por la que fui a Holanda a estudiar. Debo reconocer que el colegio me sorprendió muchísimo. Al principio no sabía ni una palabra de holandés y, como soy tímida, me daba vergüenza cuando no entendía lo que explicaba el profesor. Pero mis compañeros de clase me acogieron muy bien y me trataban como a una amiga. Para mí fue un año muy positivo y provechoso y siempre recordaré con cariño esta experiencia. El único problema que tuve fue el dinero, porque el coste de vida era muy alto.

**SARA**

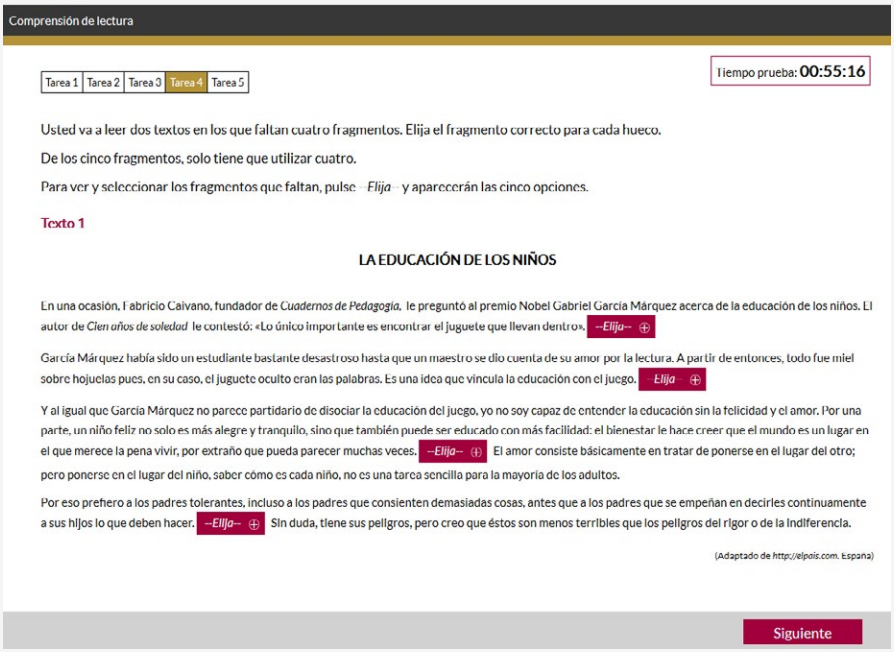
La experiencia de irse a otro país es increíble, se lo recomiendo a todo el mundo sin dudarlo. Cuando pienso en lo que viví, siempre es con una sonrisa en la cara. Lo que más recuerdo es la llegada a la casa de la familia en Bélgica, sin saber muy bien lo que iba a encontrarme y con ganas de conocerlo todo. La familia con la que viví era fabulosa, tuve mucha suerte con ellos y les estoy muy agradecida por lo bien que se portaron conmigo. Siempre me hicieron sentir como una más. Lo que viví allí me enriqueció personalmente porque aprendí a resolver problemas por mí misma. Me gustaría volver algún día porque quiero perfeccionar el idioma.

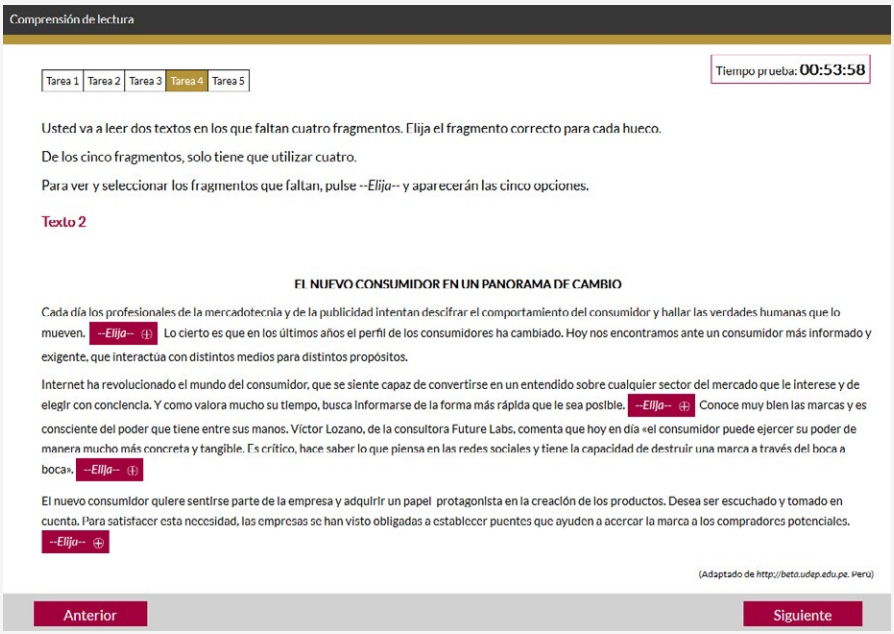
(Adaptado de www.yfuchile.cl/opiniones. Chile)

1. ¿Quién decidió estudiar en el extranjero porque se lo aconsejaron? --Elija--
2. ¿Quién se fue a otro país porque buscaba un cambio en su vida? --Elija--
3. ¿Quién dice que le costó mucho aprender el idioma? --Elija--
4. ¿Quién dice que tuvo dificultades económicas? --Elija--
5. ¿Quién aprendió a administrar su dinero gracias a esta experiencia? --Elija--
6. ¿Quién dice que esta vivencia le ayudó a ser más independiente? --Elija--
7. ¿Quién afirma que repetiría la experiencia de regresar al país? --Elija--
8. ¿Quién cambió de opinión con respecto al tiempo que iba a pasar en el país de destino? --Elija--

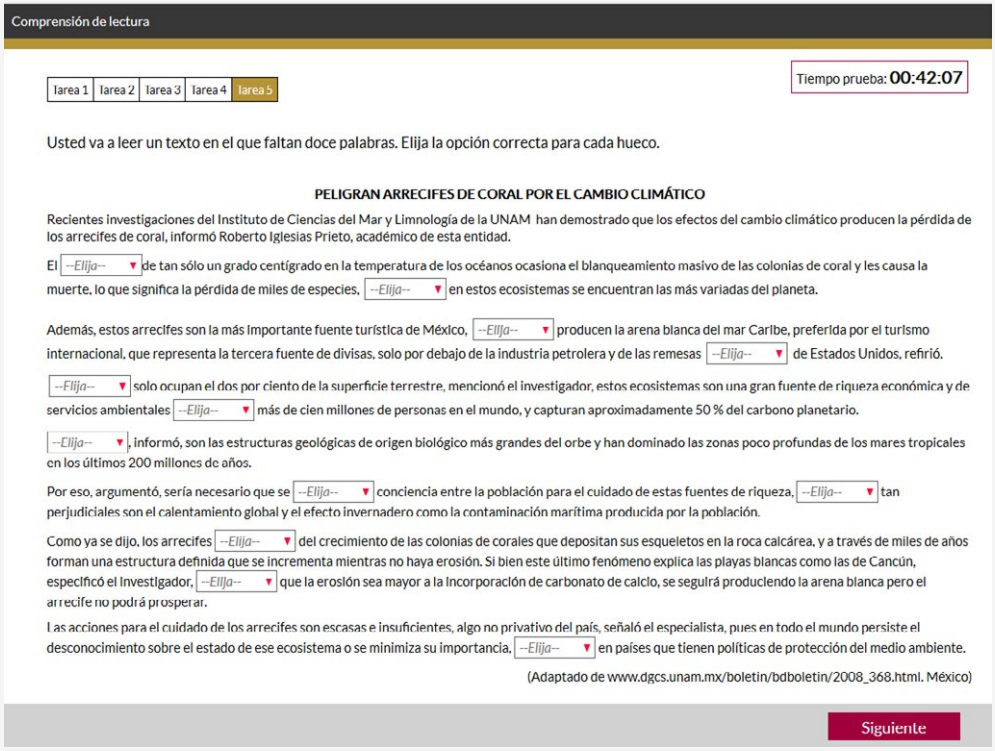
Siguiente

| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 4 | 8 | B2 | Read two incomplete texts, each one with four gaps, and identify out of five possible fragments for each text, the fragments that correspond to the empty spaces. | Reconstruct the structure of texts and identify the ideas presented in them. | Opinion articles, news, letters to the editor, travel guides...Public, academic and professional spheres. **Length:** Two texts of 230-280 words each. |

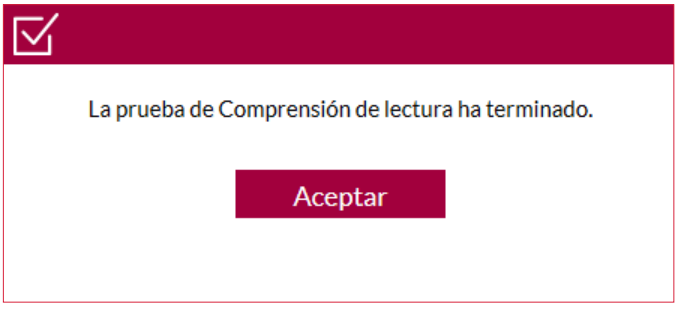


| TASKA | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 5 | 12 | C1 | Read a text with 12 gaps and choose one of the three available options. Distribution: four items focused on identifying grammatical structures (one of them from level B2), four lexical (one of them from level B2) and four on cohesion mechanisms. | Identify the appropriate structures, vocabulary and cohesion mechanisms in texts with a complex linguistic repertoire. | Long and complex texts dealing with specialized topics, magazine, textbook and specialized newspaper extracts. Academic and professional spheres. **Length:** 375-425 words. |




Each time a test ends, an informational box will appear to indicate:



## LISTENING COMPREHENSION TEST

This test comprises **6 tasks** and a total of **38 questions.**

The maximum time allowed to perform this test is **55 minutes.** Once 55 minutes have passed, the test will close and automatically advance to the next test.

Scoring is automatic, with a maximum score of **250 points.**

General aspects regarding the **functioning of these tasks:**

- Upon accessing the task, the audio will be automatically reproduced twice.
- The length of the audio determines the total time to perform the task and includes sufficient time to be able to answer the questions.
- Once the audio speech has ended, the task will close and automatically advance to the next task.
- You may continue to the next task without listening to the audio in its entirety by clicking on the "Next" button.
- It is not possible to return to previous tasks.
- **Attention:** In tasks 2, 4 and 5, always use the mouse to move between questions. Do not use the arrows on the keyboard to move between questions as this may delete the marked options.

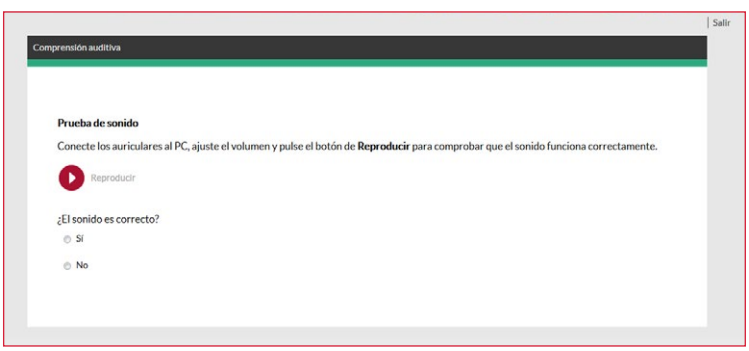
| NUMBER OF TASKS | NUMBER OF QUESTIONS | TIME PER TEST | TYPE OF GRADE |
|---|---|---|---|
| **6** | **38** | **55 minutes** | **Automatic** (closed-ended questions) |

### Sound check

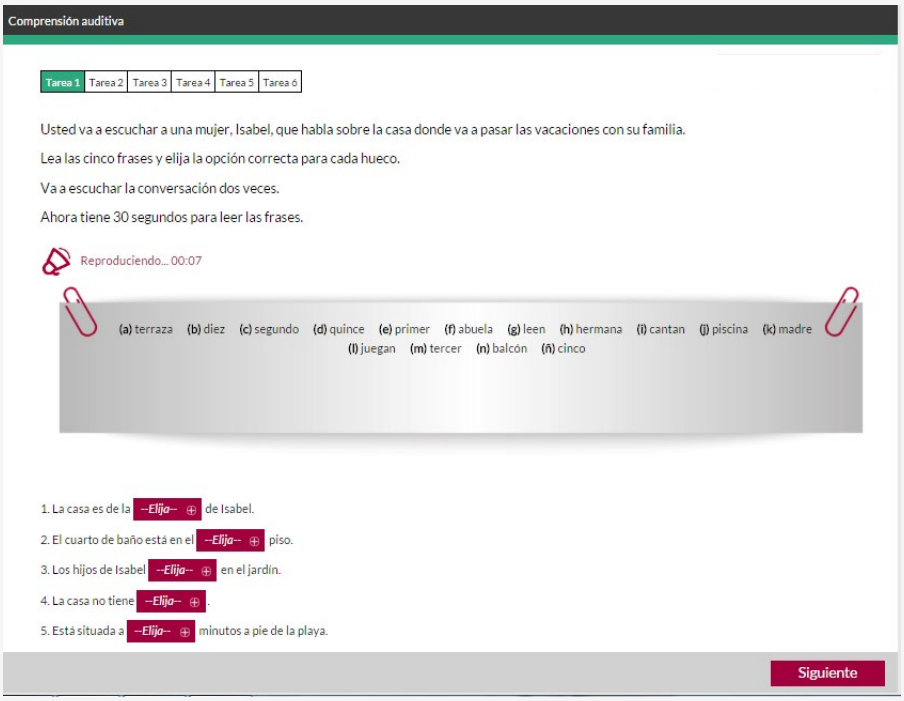
Before beginning the test, a **sound check** is performed to ensure your computer is functioning properly.

Click the "Play" button to listen to an audio and check that the sound is functioning properly. If you can hear correctly, answer "Yes" to the questions 'Is the sound correct?' and click "Next" to start the test.

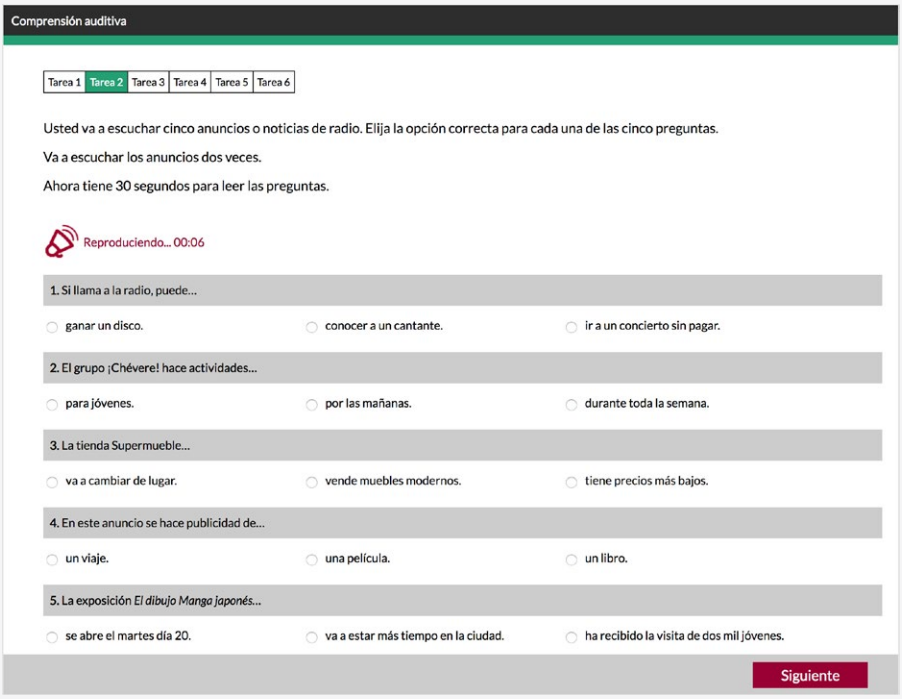
**Attention:** This sound check is not assessed, nor does it subtract time from the full time for completing the Listening Comprehension test.



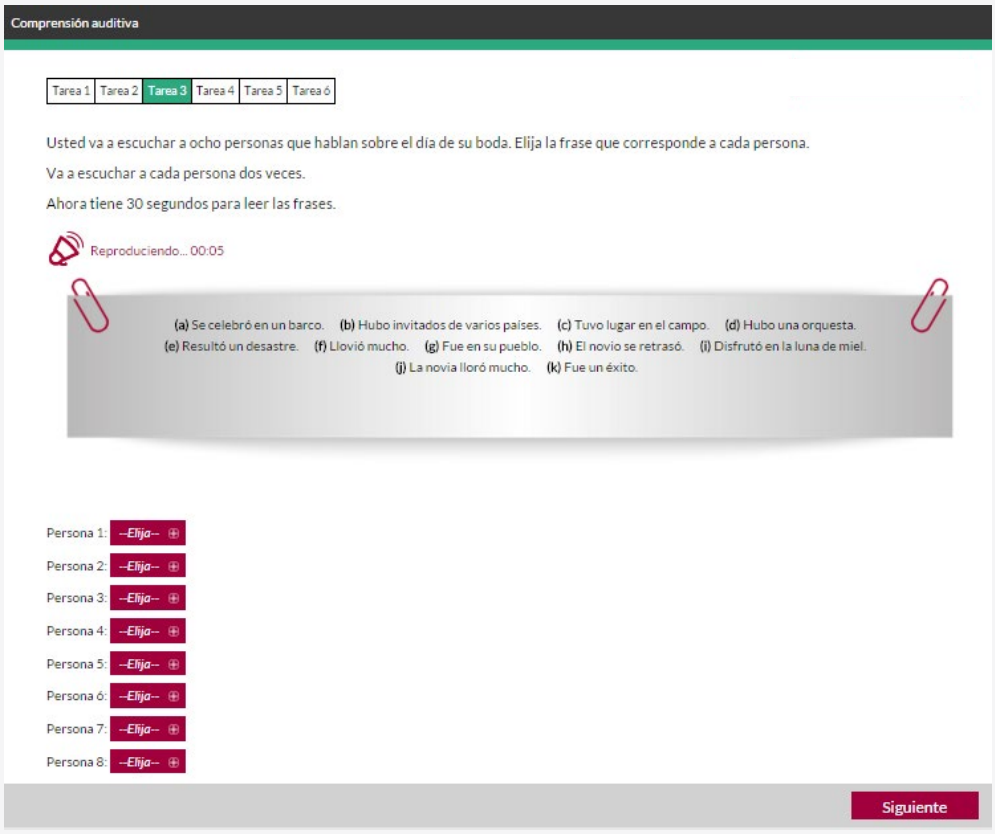
| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 1 | 5 | A1 | Listen to a conversation twice and complete five short statements with information about the audio that is available from a common bank with fifteen options. | Understand specific aspects in slow and clearly-spoken conversations. | Conversation between two speakers regarding known or everyday topics. Personal sphere. **Length:** 150-170 words (max. 2 minutes). |



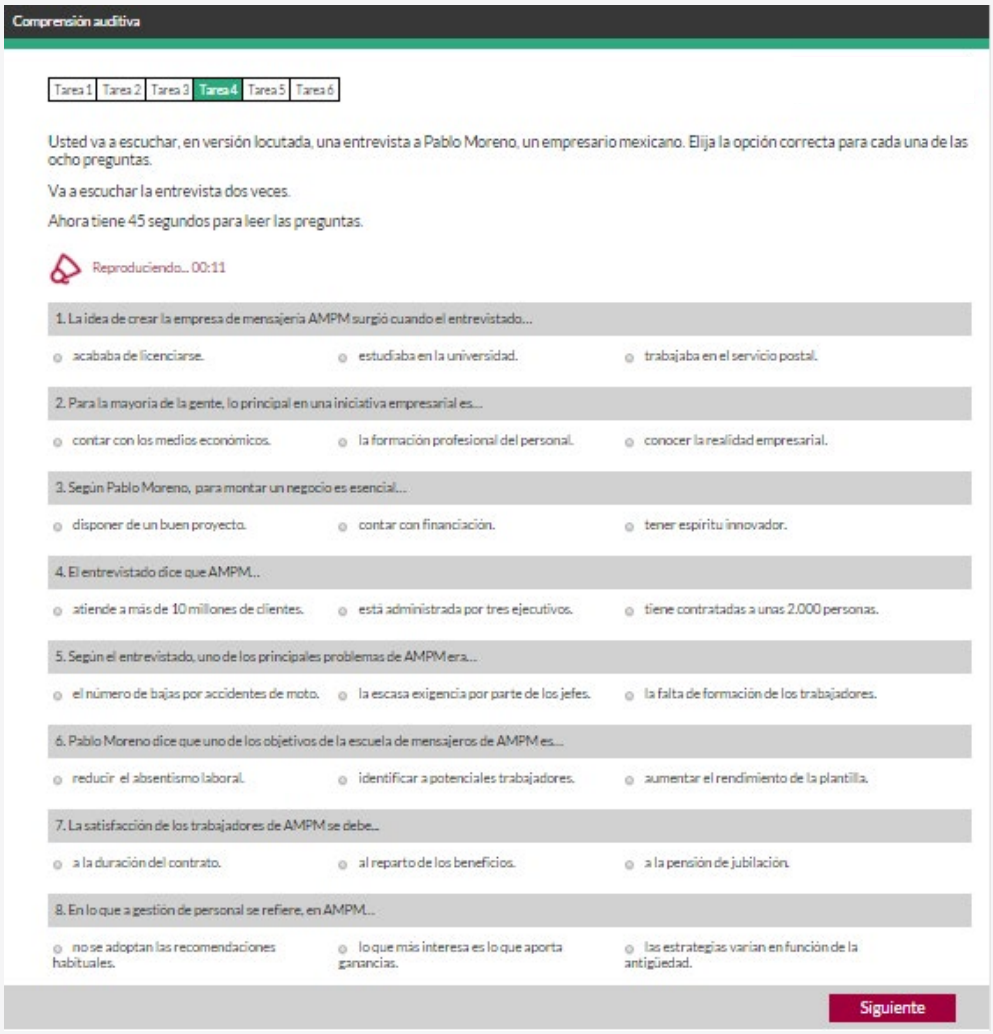

| 2 | 5 | A2 | Listen to information twice and answer five questions with three options for each one. | Understand the general idea and specific information in radio newscasts or short, simple fragments. | News or radio spots of medium length and simple structure that deal with everyday and foreseeable aspects. Public sphere. **Length:** 250-300 words total (max. 3 minutes). |
|---|---|---|---|---|---|



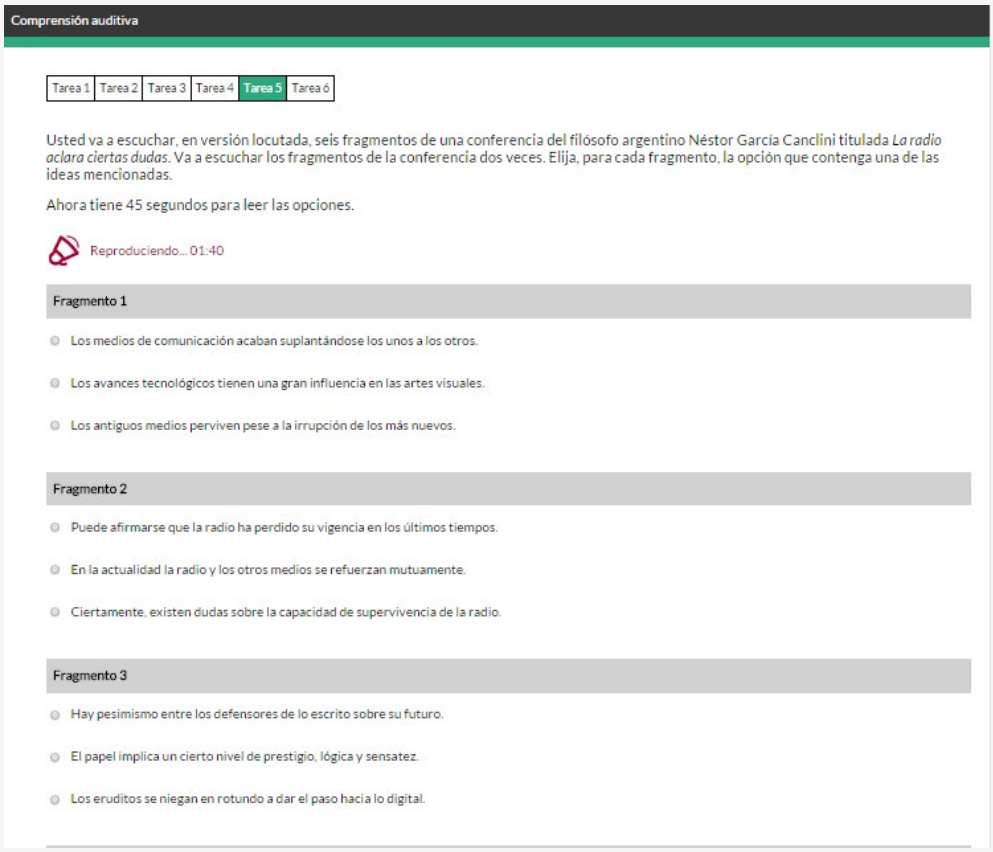
| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 3 | 8 | B1 | Listen to eight monologues and associate them with the corresponding statements, from a total of eleve available statements. | Understand the general idea of short, informal monologues or conversations. | Eight informal monologues or conversations relating anecdotes or personal experiences about a topic. Public and professional spheres. **Length:** 50-70 words per listening (max. 5 minutes). |



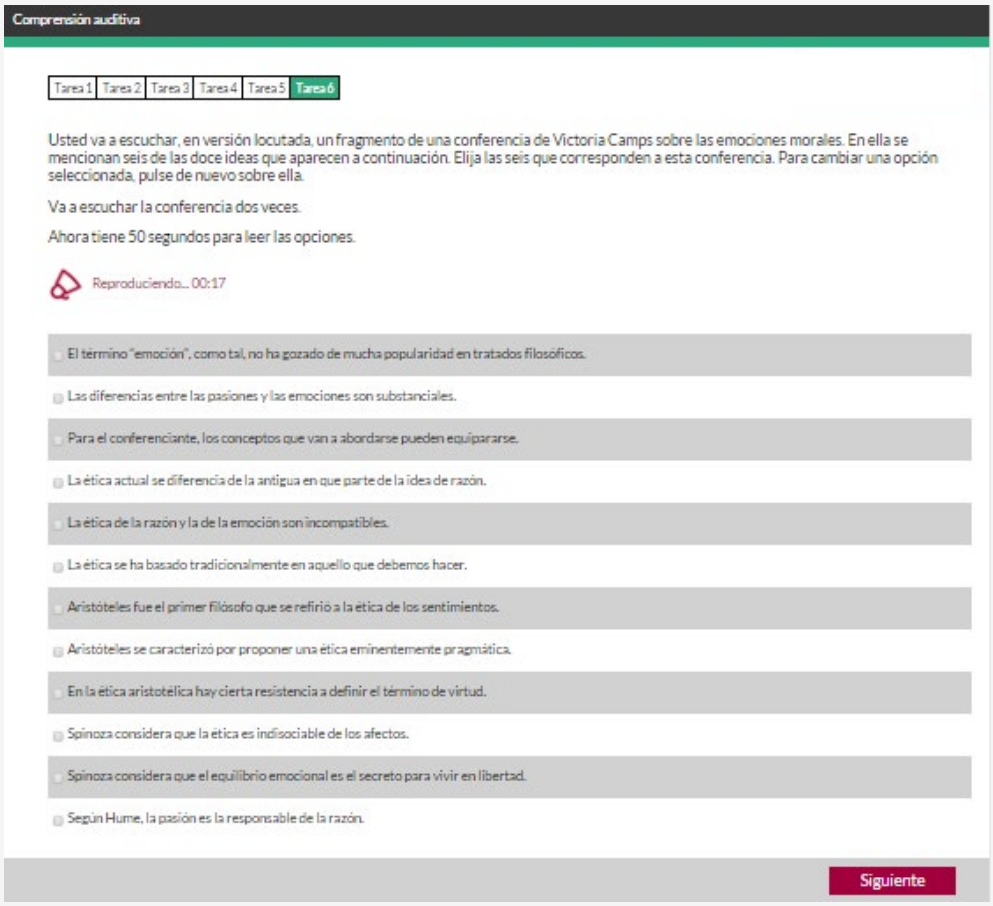
| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 4 | 8 | B2 | Listen to an interview twice and answer eight questions with three response options for each. | Extract specific, detailed information and deduce possible implications from a conversation. | Radio or television interview that exposes, describes or argues.<br>Public, academic and professional spheres.<br>**Length:**<br>550-600 words<br>(max. 4 minutes). |



| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 5 | 6 | C1 | Listen to the monologue twice<br>And choose, from three options, an idea contained in each of the six fragments into which is has been divided<br>(two of them from level B2). | Understand the main points and extract information from lecture fragments. | Lectures, speeches, presentations and/or radio or television news, or extended length, that describe or recount projects and/or experiences. Academic sphere.<br>**Length:**<br>450-500 words (max. 4 minutes). |



| TASKS | QUESTIONS | LEVEL | DESCRIPTION | AIM | TYPE OF TEXT |
|---|---|---|---|---|---|
| 6 | 6 | C1 | Listen to a monologue twice and identify, from twelve potential options, six ideas expressed in the text. | Understand the main points and extract information from a lecture. | Lectures, speeches, presentations and/or radio or television news, or extended length, that describe or recount projects and/or experiences. Academic sphere. **Length:** 450-500 words (max. 5 minutes). |



## WRITTEN EXPRESSION AND INTERACTION TEST

This test is made up of **2 tasks.**

The maximum time allowed to perform this test is **50 minutes.** At all times, the candidate will be informed of the time remaining to finish the test. Once 50 minutes have passed, the test will close and automatically advance to the next test.

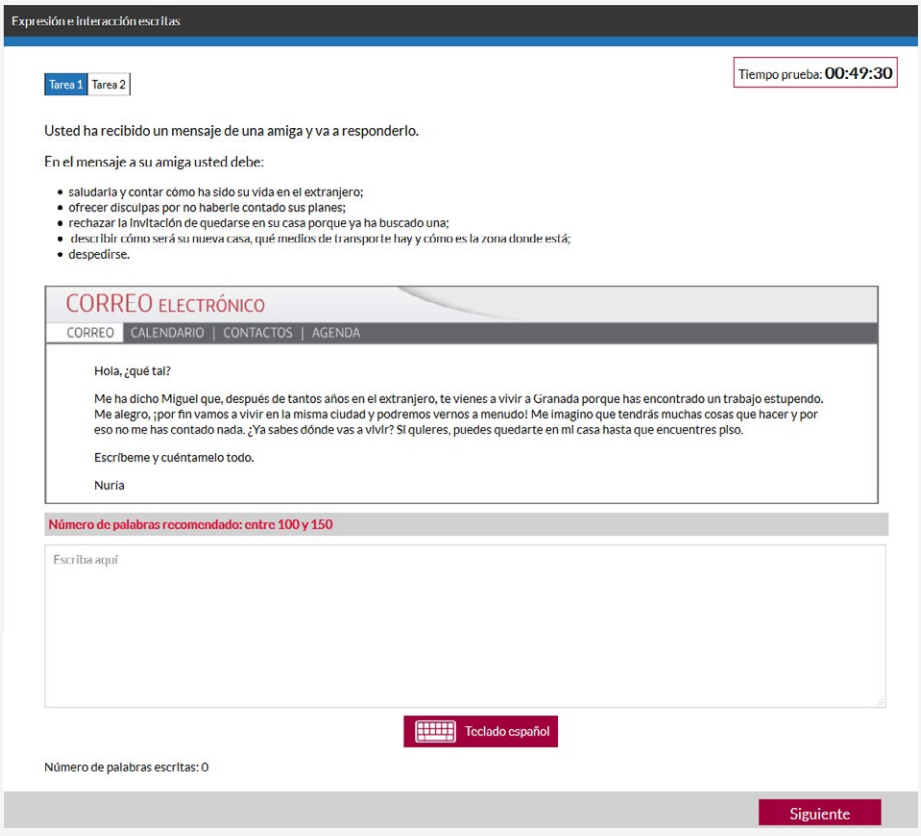
The answers to this test are saved and subsequently evaluated, with a maximum score of **250 points,** by **accredited SIELE scorers.**

General aspects regarding the **functioning of these tasks:**

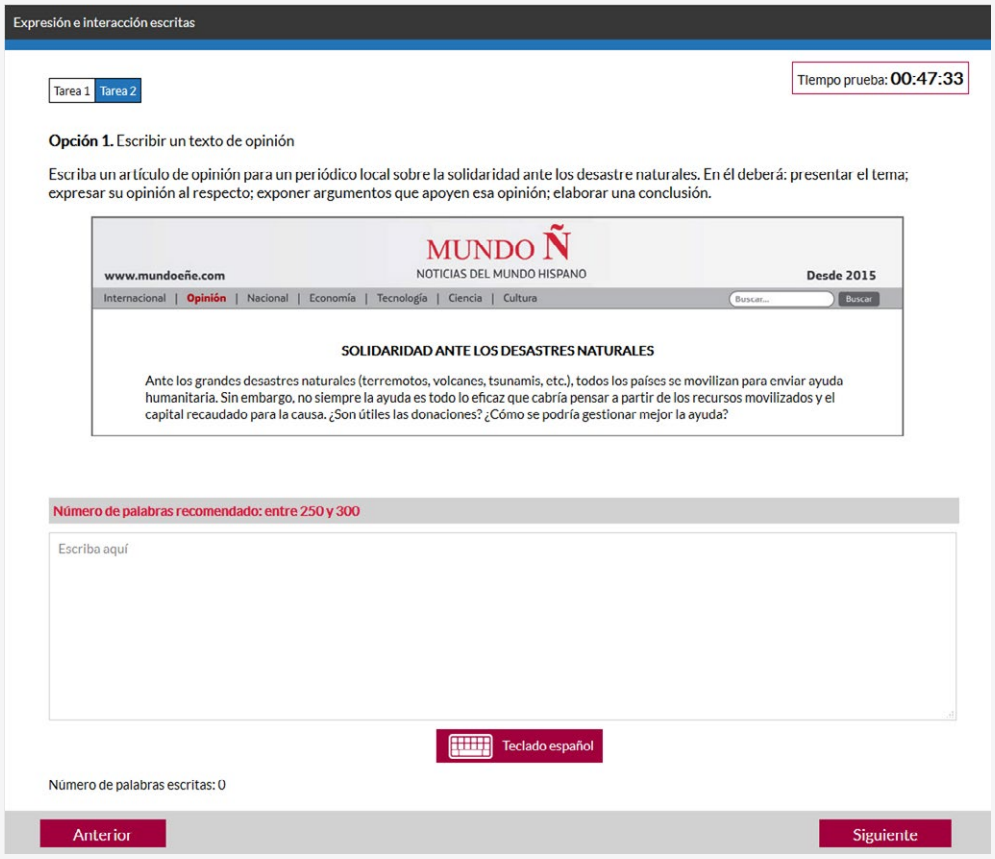
- In this test you may move back and forth between the two tasks.

| NUMBER OF TASKS | TIME PER TEST | TYPE OF GRADE |
|---|---|---|
| **2** | **50 minutes** | **Accredited scorer** (open-ended questions) |

| TASK | LEVEL | DESCRIPTION | AIM | TASK MATERIAL |
|---|---|---|---|---|
| 1 | A1 - B1 | Write a response to a letter or an email, forum, or blog message.<br><br>The candidate reads a short, simple text and writes a response between 100 and 150words in length (recommended). | Report, describe and recount in a short, cohesive text. | A written text, ranging from 30 to 50 words, in the form of a letter or message (email, forum or blog). |



| TASKS | LEVEL | DESCRIPTION | AIM | TASK MATERIAL |
|---|---|---|---|---|
| 2 | B2 - C1 | Write an opinion piece or a letter to newspaper article based on a headline. The candidate chooses between two options, reads a newspaper headline and writes a text ranging between 250 and 30 0words (recommended). | Present clear, well-structured and detailed ideas, arguments, opinions and evaluations, respecting the characteristics and conventions of the genre of text to which they pertain. | A written text from 50 to 70 words in the form of a newspaper headline. |




CONTINUE ON THE NEXT PAGE

**Expresión e interacción escritas**

Tarea 1 | Tarea 2

**Opción 2.** Escribir una carta a la redacción de un periódico

Usted es cliente habitual del café Olímpico y no está conforme con el cierre del mismo. Escriba una carta dirigida a la redacción del periódico *Mundo Ñ* en la que exponga: los motivos de su inconformidad con el cierre; qué otros problemas pueden generarse con esta medida; cuáles son las alternativas de solución al problema existente; la respuesta que espera de las autoridades locales.

MUNDO Ñ

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Internacional | Opinión | Nacional | Economía | Tecnología | Ciencia | Cultura Buscar... Buscar

CIERRE DEL CAFÉ OLÍMPICO

Los ciudadanos, en general, están inconformes con el cierre del mítico Café Olímpico, lugar donde se reúnen grandes personalidades del mundo del arte y la literatura. El cierre se produce por la falta de fondos de los propietarios para realizar las renovaciones necesarias que demandan las autoridades locales para que pueda seguir funcionando.

## ORAL EXPRESSION AND INTERACTION TEST

This test is made up of **5 tasks.**

The maximum time allowed to perform this test is **15 to 20 minutes.** Once 20 minutes have passed, the task will close and the test will end.

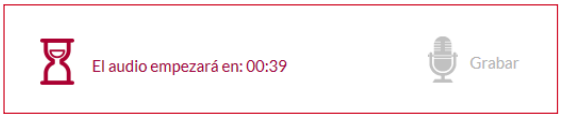
The answers to this test are saved and subsequently evaluated, with a maximum score of **250 points,** by **accredited SIELE scorers.**

| NUMBER OF TASKS | TIME PER TEST | TYPE OF GRADE |
|---|---|---|
| **5** | **15 - 20 minutes** | **Accredited scorer** (open-ended questions) |

There are **two types** of tasks in this test:

**1.** Tasks in which the candidate must answer questions posed to him or her via an audio. Tasks 1 and 4 are of this type. They function in the following manner:

- You access the task and there is an established amount of time to read the statement and for the audio to begin with the first question. This time is represented as an hourglass icon.



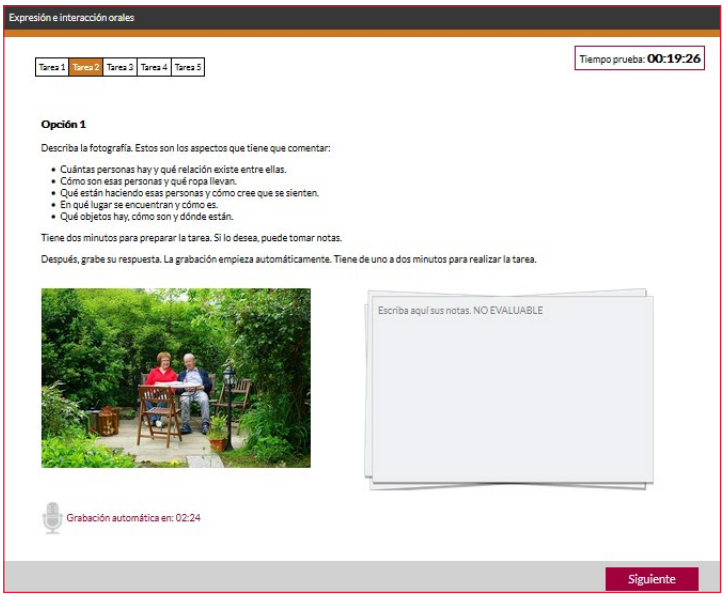

- Once this time as ended, the first audio starts playing with the first question for the task. A speaker icon is used to indicate that the audio is playing. You may listen to the question a second time when the speaker is active (when it appears red).

- When the first playback of a question ends, red text will appear in the recorder icon, to inform you of the time left until the automatic recording will begin. During this time you may listen to the question a second time or click the red text in the recorder icon or wait for the recording to begin automatically.

- Each question has a set amount of time to record your response. When recording, a bar icon will appear to indicate that the recording is underway and the remaining available time. You may click the “End recording” icon at any time to finish before the time is up.

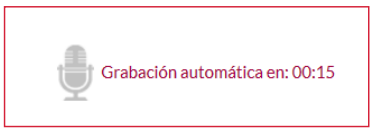
- When the recording ends, a notice will appear to notify you that the recording is being saved and then, to confirm that the recording has been performed correctly.

**2.** Tasks in which the candidate, from given instructions, is asked to answer and record their answers. Tasks 2, 3 and 5 are of this type.



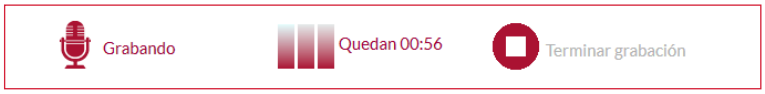

For this type of task, you will have an amount of time to read the instructions, and for some tasks to prepare your answer. They function in the following manner:

- After the task is accessed there is a time set for reading the statement. A red text appears in the recorder icon, showing the available time for the automatic recording to start.

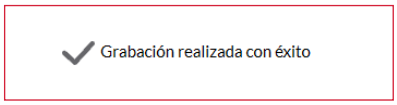



During this time you may click the red text in the recorder icon or wait for the recording to begin automatically.

- There is a set amount of time to record your response. When recording, a bar icon will appear to indicate that the recording is underway and the remaining available time. You may click the “End recording” icon at any time to finish before the time is up.



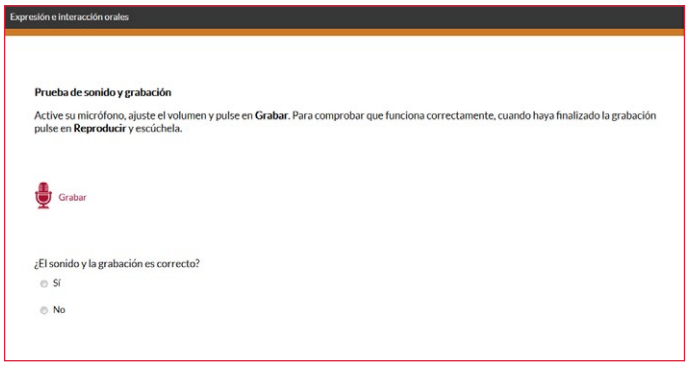

- When the recording ends, a notice will appear to notify you that the recording is being saved and then, to confirm that the recording has been performed correctly.




## Sound and recording check

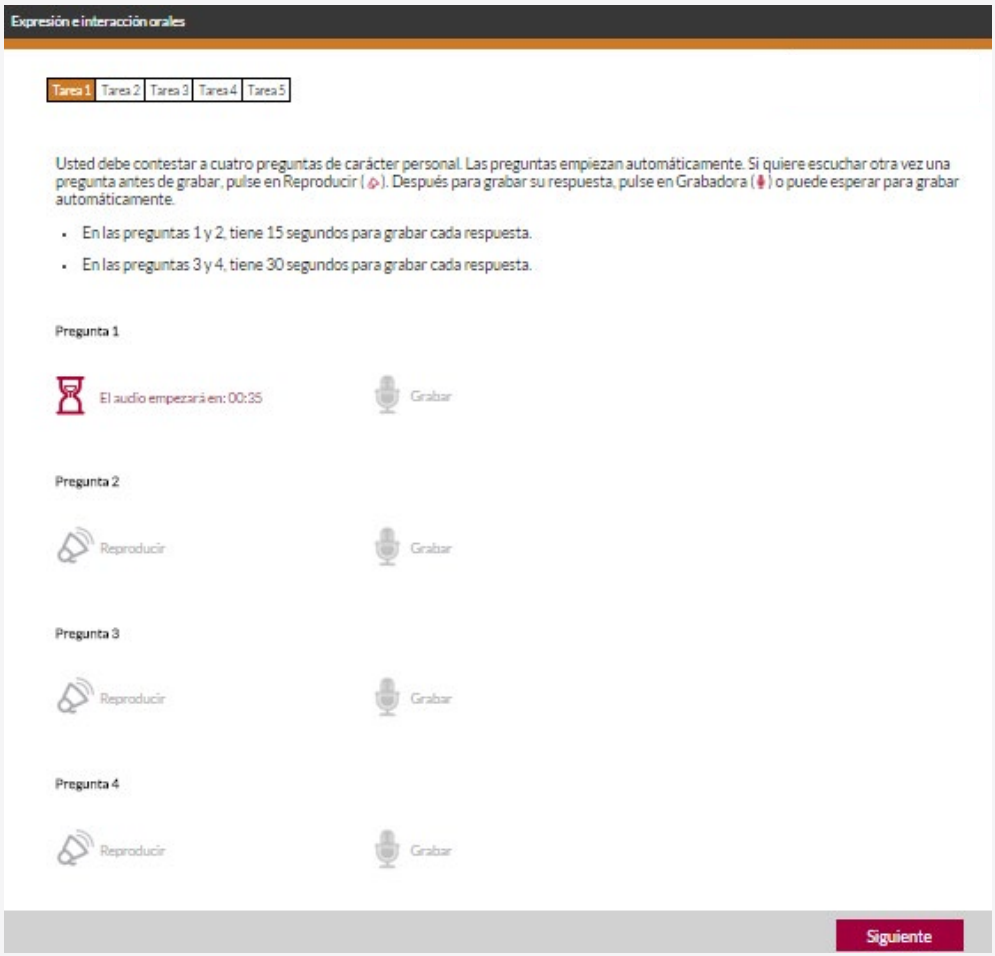
Before beginning the test, a **sound and recording check** is performed to ensure your computer is functioning properly.

**Attention:** This sound and recording check is not assessed, nor does it subtract time from the full time for completing the Spoken expression and interaction test.

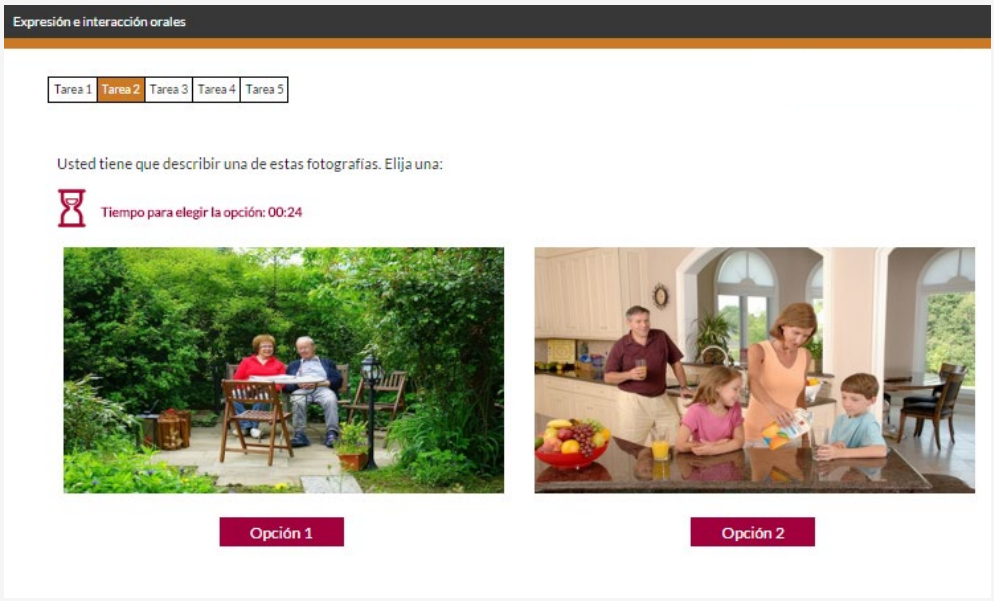


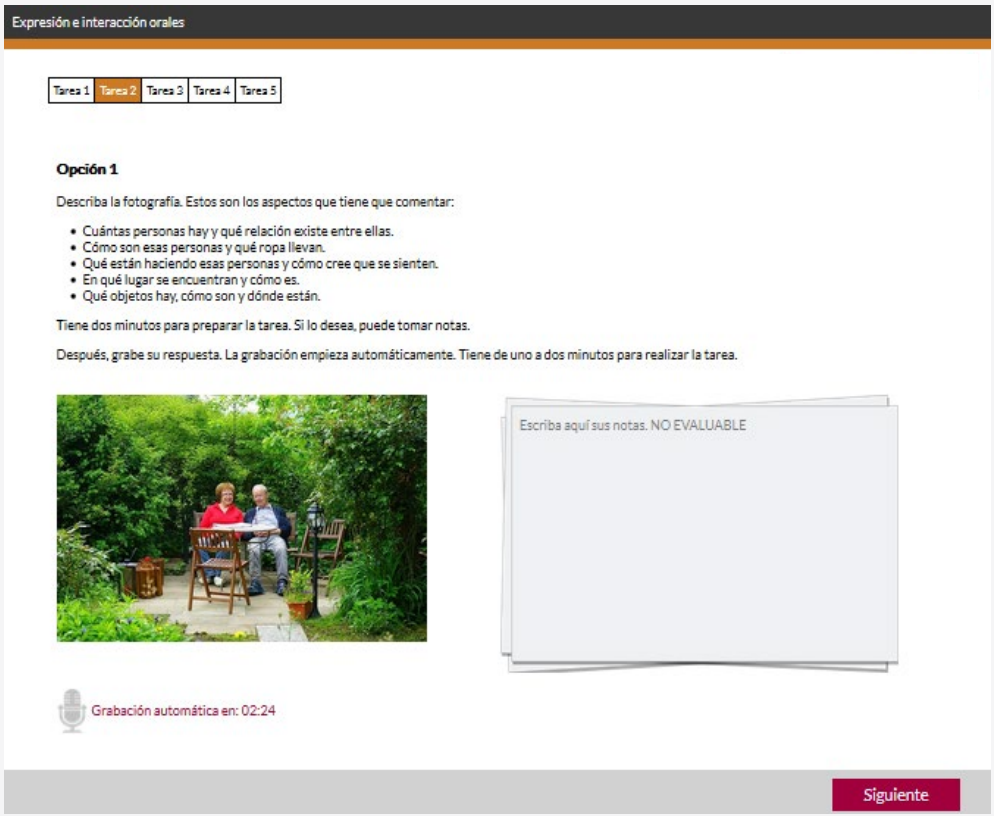

To perform this test, click “Record” ( ) and conduct a test recording, then click “Play” ( ) to ensure it can be properly heard. A question will then appear: Are the sound and recording functioning correctly? Click yes, if the recording and sound is functioning correctly. You may then click “Next” to being the Spoken expression and interaction test.

| TASK | LEVEL | DESCRIPTION | AIM | TASK CONTENT |
|---|---|---|---|---|
| 1 | A1 | Answer four questions of a personal nature. | Provide information about yourself, your experiences and your immediate surroundings. | Four audio questions:<br>two for level A1 and two for level A2. |



| TASK | LEVEL | DESCRIPTION | AIM | TASK CONTENT |
|---|---|---|---|---|
| 2 | A2 | Develop a short monologue based on a photograph.<br><br>The candidate choose one of two photographs, and prepares and develops a description of one of them. | Provide a short, simple description of the elements of an everyday scenario. | Two photographs that represent an everyday scenario. |

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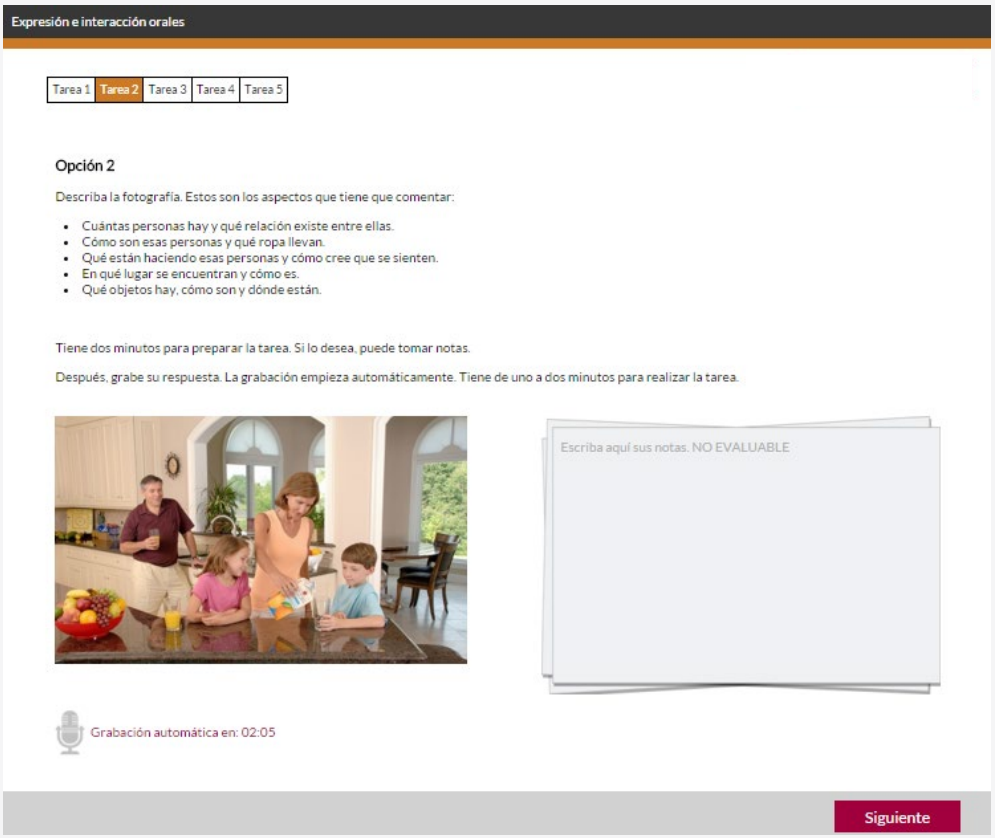
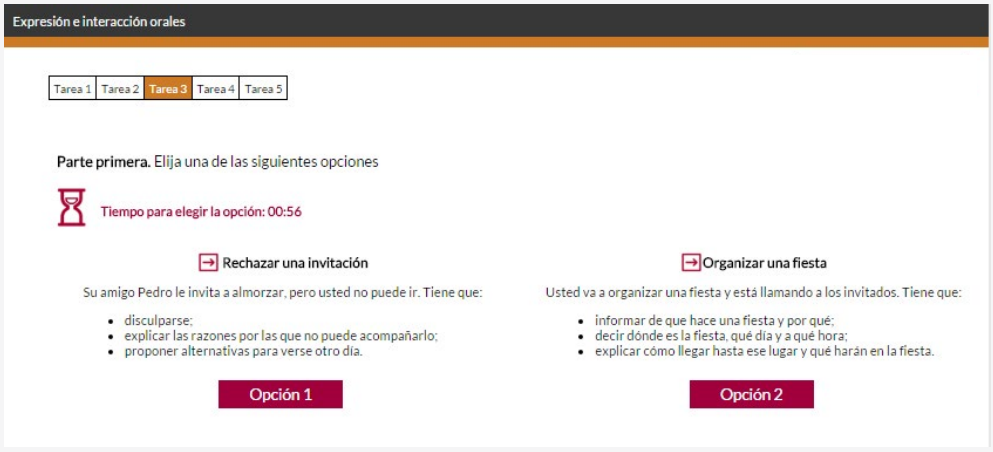
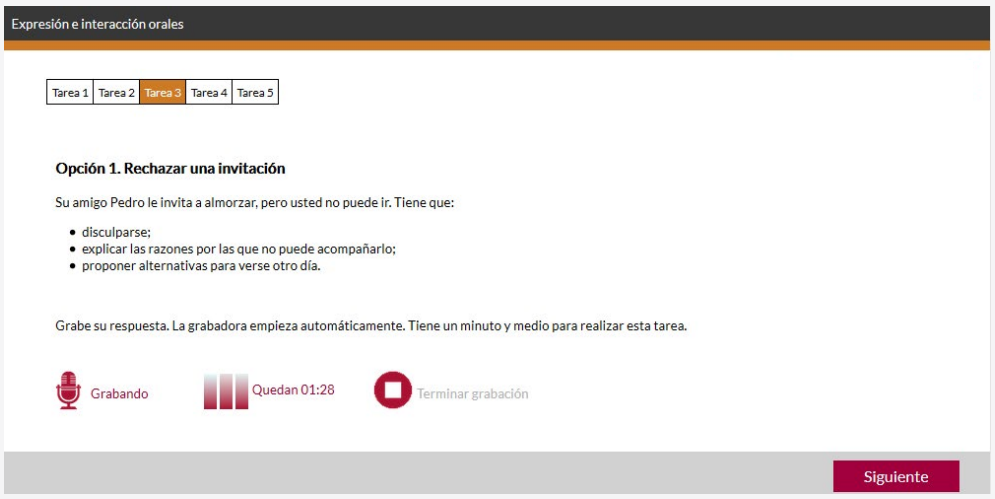
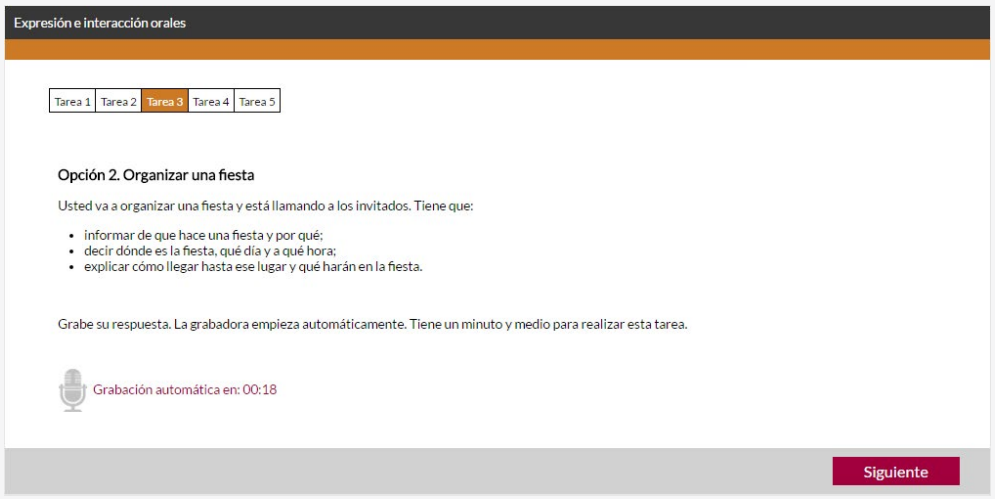
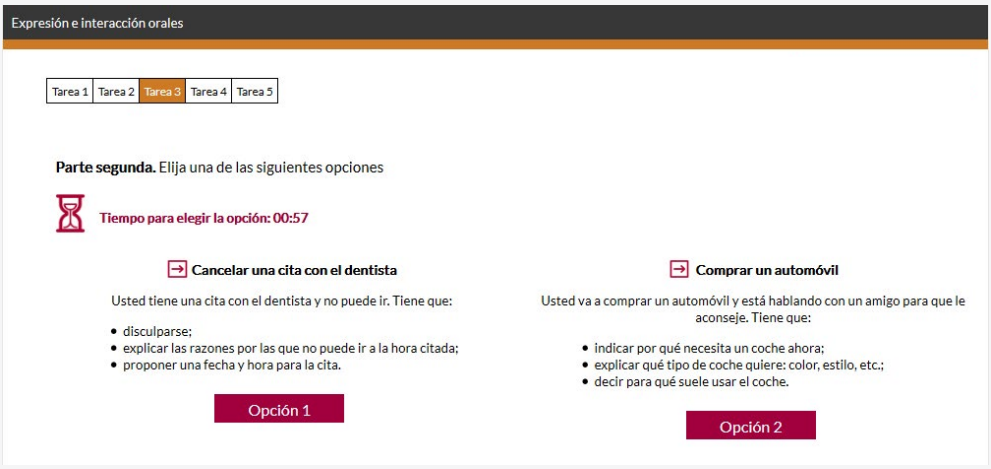

Expresión e interacción orales
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Opción 2
Describa la fotografía. Estos son los aspectos que tiene que comentar:
Cuántas personas hay y qué relación existe entre ellas.
Cómo son esas personas y qué ropa llevan.
Qué están haciendo esas personas y cómo cree que se sienten.
En qué lugar se encuentran y cómo es.
Qué objetos hay, cómo son y dónde están.
Tiene dos minutos para preparar la tarea. Si lo desea, puede tomar notas.
Después, grabe su respuesta. La grabación empieza automáticamente. Tiene de uno a dos minutos para realizar la tarea.
Escriba aquí sus notas. NO EVALUABLE
Grabación automática en: 02:05
Siguiente

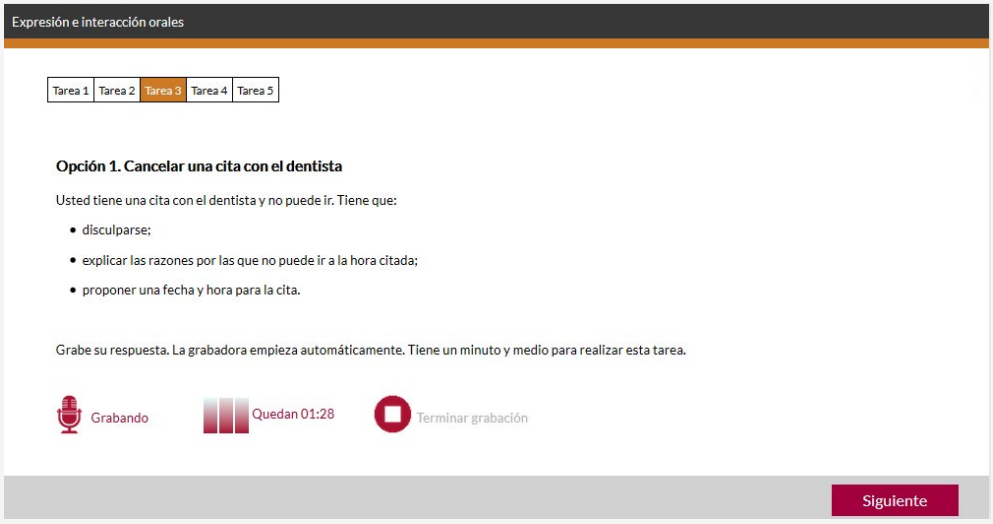
| TASK | LEVEL | DESCRIPTION | AIM | TASK CONTENT |
|---|---|---|---|---|
| 3 | B1 | Respond to two simulated situations: one personal setting and one public setting. The candidate chooses each one of the situations from two options. | Request and give information about immediate needs, through social contact or transactions. | Four simulated situations: Two regarding the personal sphere and two the public sphere. |

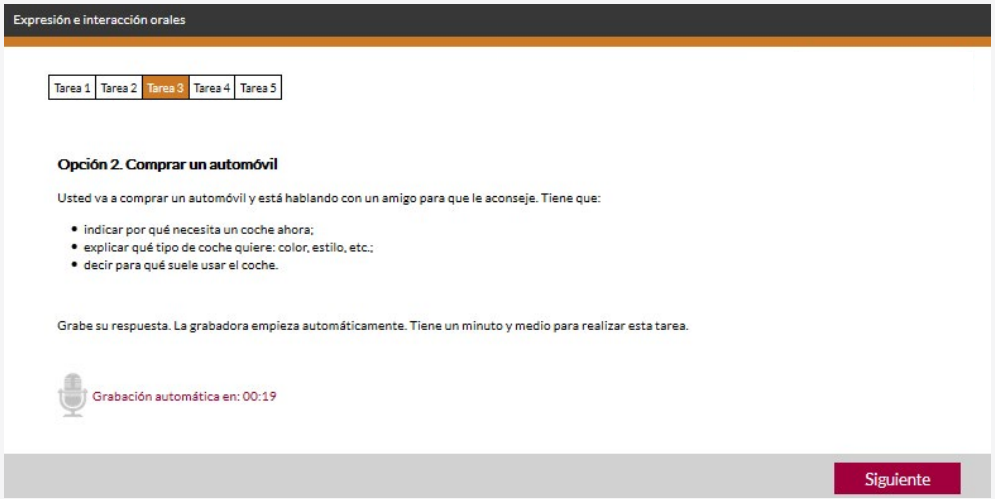


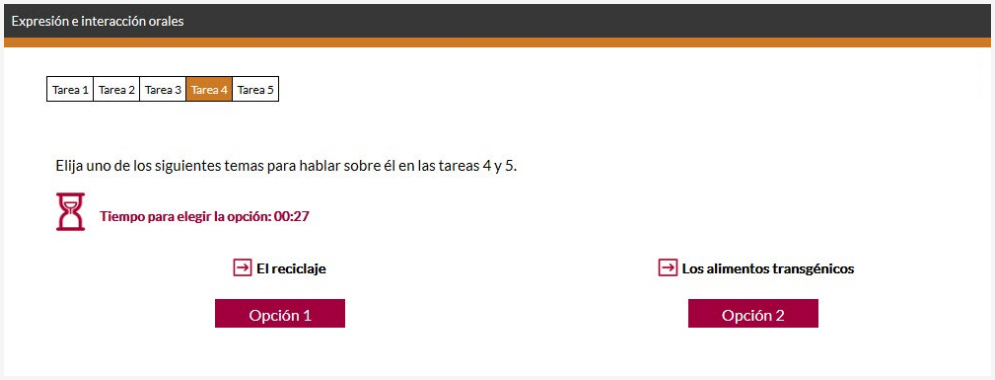



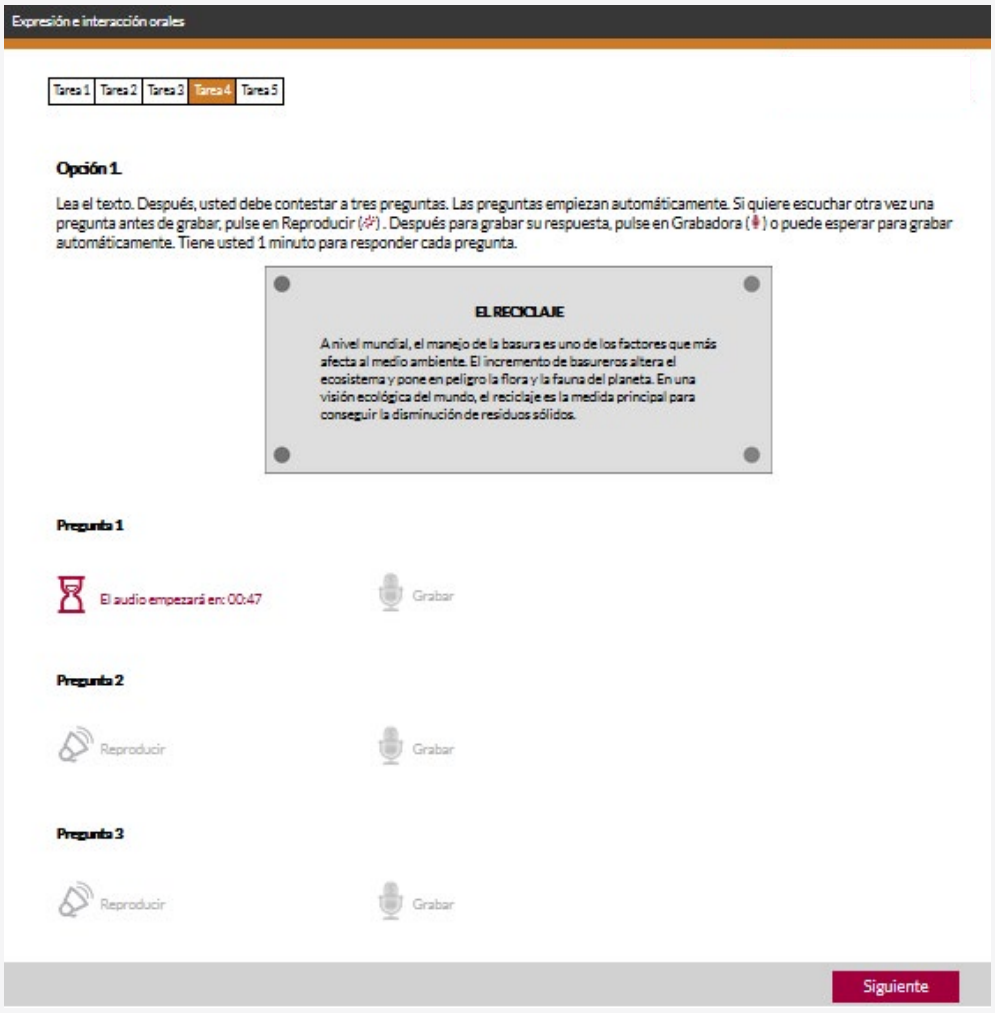

Expresión e interacción orales
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Parte segunda. Elija una de las siguientes opciones
Tiempo para elegir la opción: 00:57
Cancelar una cita con el dentista
Usted tiene una cita con el dentista y no puede ir. Tiene que:
• disculparse;
• explicar las razones por las que no puede ir a la hora citada;
• proponer una fecha y hora para la cita.
Opción 1
Comprar un automóvil
Usted va a comprar un automóvil y está hablando con un amigo para que le aconseje. Tiene que:
• indicar por qué necesita un coche ahora;
• explicar qué tipo de coche quiere: color, estilo, etc.;
• decir para qué suele usar el coche.
Opción 2


Expresión e interacción orales
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Opción 1. Cancelar una cita con el dentista
Usted tiene una cita con el dentista y no puede ir. Tiene que:
• disculparse;
• explicar las razones por las que no puede ir a la hora citada;
• proponer una fecha y hora para la cita.
Grabe su respuesta. La grabadora empieza automáticamente. Tiene un minuto y medio para realizar esta tarea.
Grabando
Quedan 01:28
Terminar grabación
Siguiente


Expresión e interacción orales
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Opción 2. Comprar un automóvil
Usted va a comprar un automóvil y está hablando con un amigo para que le aconseje. Tiene que:
• indicar por qué necesita un coche ahora;
• explicar qué tipo de coche quiere: color, estilo, etc.;
• decir para qué suele usar el coche.
Grabe su respuesta. La grabadora empieza automáticamente. Tiene un minuto y medio para realizar esta tarea.
Grabación automática en: 00:19
Siguiente

| TASK | LEVEL | DESCRIPTION | AIM | TASK CONTENT |
|---|---|---|---|---|
| 4 | B2 | Answer three questions about a topic. The candidate chooses a topic from two options, reads a text related to this topic and answers three questions. The topic chosen for this option will be the same used for task 5. | Express opinion, supposition, and give information by responding to a series of questions about a specific topic. | Two texts on different topics (80 to 120 words each). |

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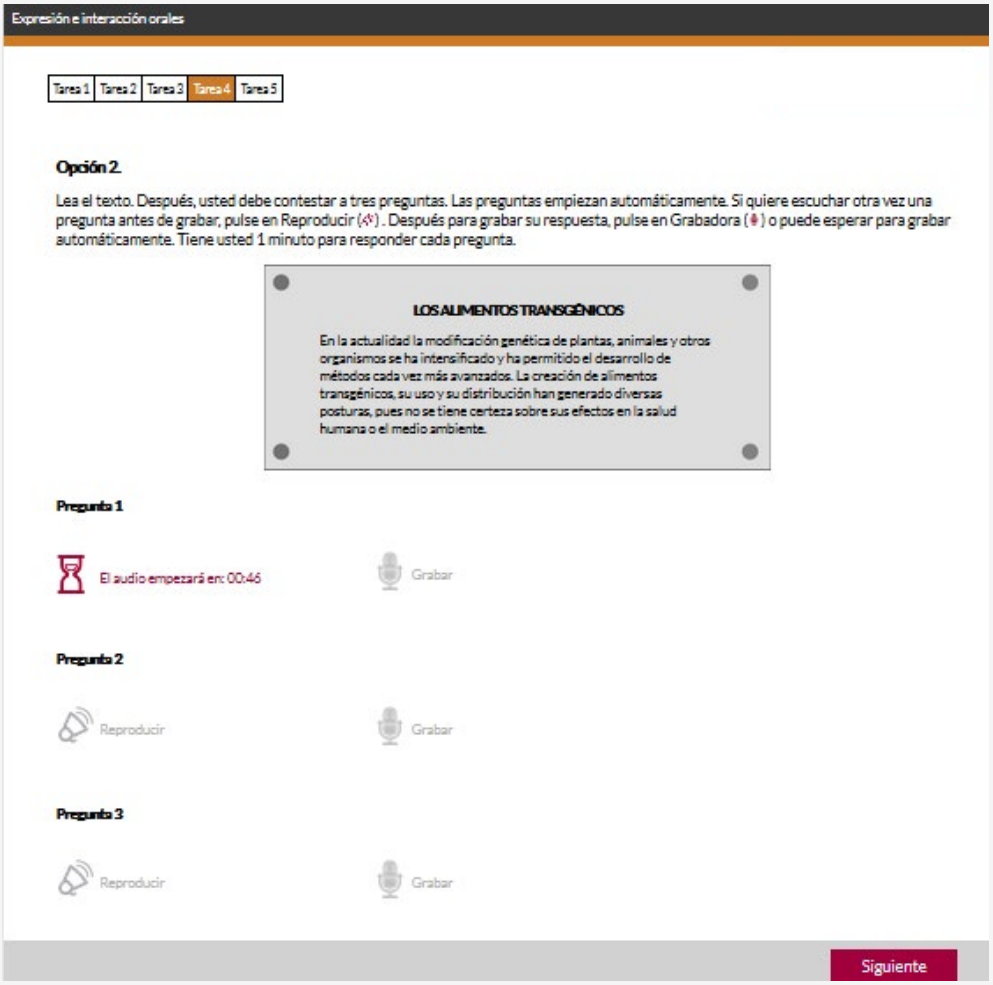
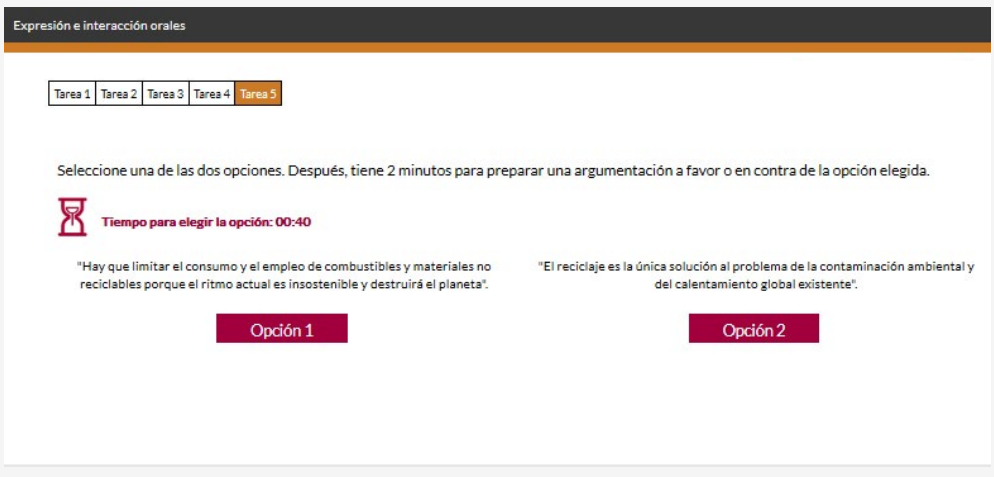



| TASK | LEVEL | DESCRIPTION | AIM | TASK CONTENT |
|---|---|---|---|---|
| 5 | C1 | Develop a monologue by choosing between the two options related to the topic in task 4. | Argue for or against a statement about a certain topic. | Two statements, with opposite positions, for each topic. |

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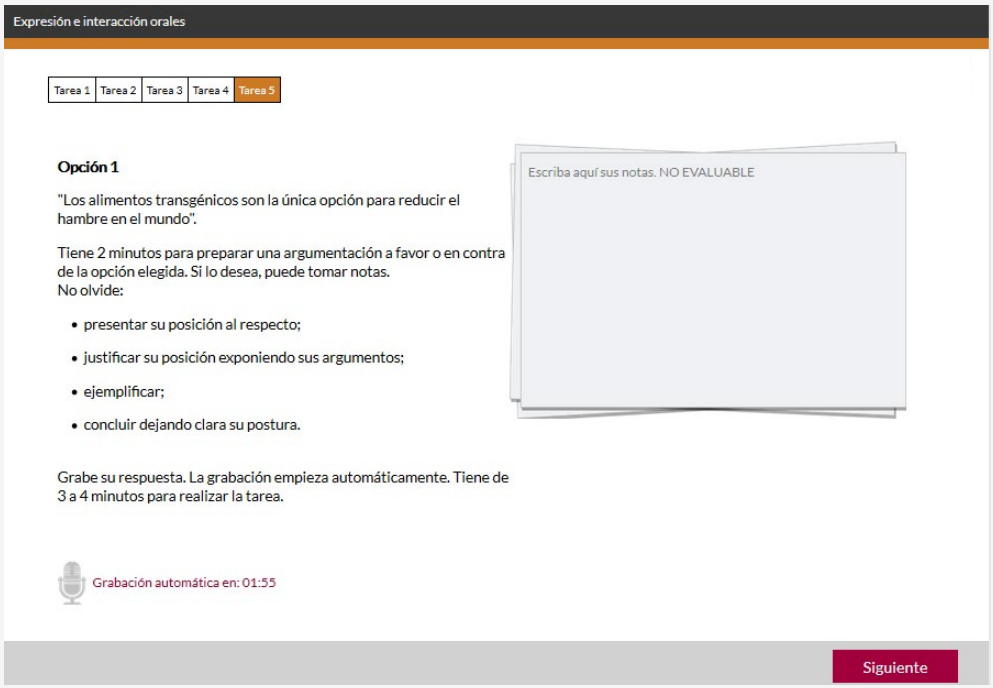
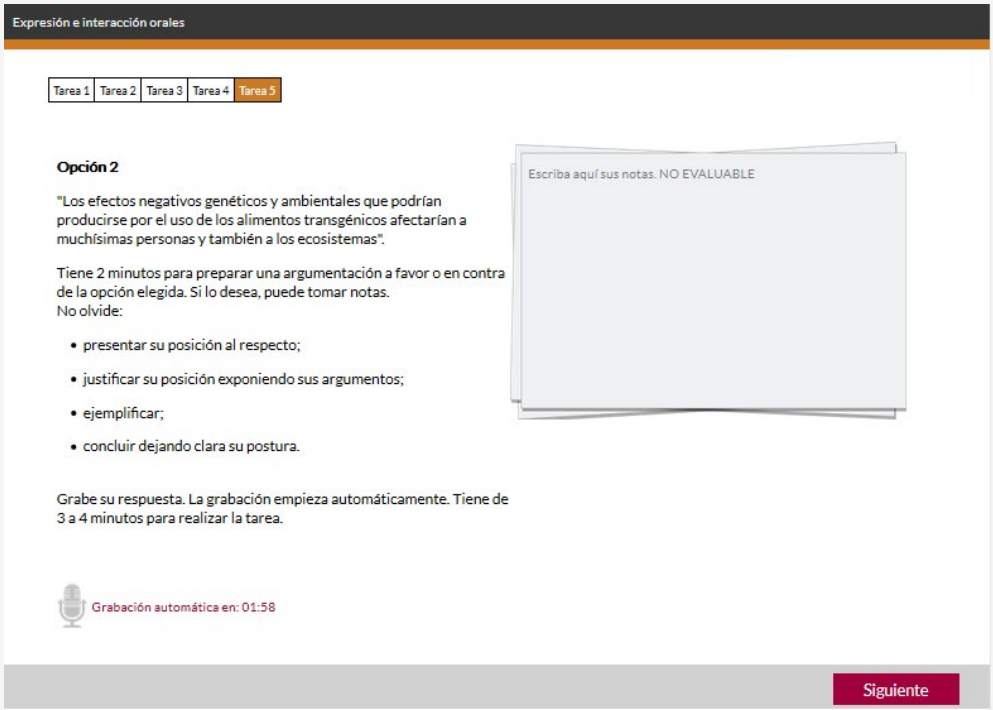

Expresión e interacción orales
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Opción 1
"Los alimentos transgénicos son la única opción para reducir el hambre en el mundo".
Tiene 2 minutos para preparar una argumentación a favor o en contra de la opción elegida. Si lo desea, puede tomar notas.
No olvide:
• presentar su posición al respecto;
• justificar su posición exponiendo sus argumentos;
• ejemplificar;
• concluir dejando clara su postura.
Escriba aquí sus notas. NO EVALUABLE
Grabe su respuesta. La grabación empieza automáticamente. Tiene de 3 a 4 minutos para realizar la tarea.
Grabación automática en: 01:55
Siguiente


Expresión e interacción orales
Tarea 1
Tarea 2
Tarea 3
Tarea 4
Tarea 5
Opción 2
"Los efectos negativos genéticos y ambientales que podrían producirse por el uso de los alimentos transgénicos afectarían a muchísimas personas y también a los ecosistemas".
Tiene 2 minutos para preparar una argumentación a favor o en contra de la opción elegida. Si lo desea, puede tomar notas.
No olvide:
• presentar su posición al respecto;
• justificar su posición exponiendo sus argumentos;
• ejemplificar;
• concluir dejando clara su postura.
Escriba aquí sus notas. NO EVALUABLE
Grabe su respuesta. La grabación empieza automáticamente. Tiene de 3 a 4 minutos para realizar la tarea.
Grabación automática en: 01:58
Siguiente

## 6.1 Registration

The exam is purchased through **siele.org** following these 5 simple steps:

**1. Country selection:** choose the country where you would like to undertake the exam.

**2. Exam selection:** indicate the exam modality you would like to register for.

**3. City, date and exam center:** you can choose where and when to undertake the exam between the centers with available slots. If you cannot find a slot in the most convenient center for you, you can contact the center to check on their availability.

**4. Include your personal information:** complete all required fields to formalize the reservation.

**5. Finalize the process:** review your information and confirm the registration.

## 6.2 Sitting the tst

The chosen modality is taken at a SIELE examination center that fulfills the established requirements to conduct the test. Keep in mind the following general aspects on the day you go to the center:

### Acreditation

- To guarantee that the accreditation process is performed correctly, it is highly important that you arrive at the examination center **15 minutes before the anticipated test start time.**
- You should bring the same **official identification document** that you used to register for the exam at **siele.org**

### Examination posts

- After authentication, the examination center staff will enter an unlock code into your browser for you to begin the tests.

This authentication process is essential to taking the tests, so we recommended that you memorize or bring a written note of your access credentials for siele.org

### Time available for the test

- By doing the SIELE Global exam, you will have a total of 15 minutes break between the CA and EIE tests. When you return from your break you need to sit on the same seat you where assigned from the beginning.

## 6.3 Results

Within a maximum of three weeks, you will receive an email notification telling you that your results are ready. At this moment, you can enter **siele.org** and go to the My Page section to find out your results and download a certificate or report, depending on your chosen modality.

SERVICIO INTERNACIONAL DE EVALUACIÓN DE LA LENGUA ESPAÑOLA

Created and developed by: Instituto Cervantes, UNAM, Universidad de Salamanca, UBA Universidad de Buenos Aires

CERTIFICATE OF ACHIEVEMENT

SERVICIO INTERNACIONAL DE EVALUACIÓN DE LA LENGUA ESPAÑOLA

Instituto Cervantes, Universidad Nacional Autónoma de México, Universidad de Salamanca and Universidad de Buenos Aires certify that the candidate listed below has achieved the following scores on the International Service for the Evaluation of the Spansh Language (SIELE) tests taken place November 3rd, 2016 in Madrid, Spain.

| PERSONAL RECORDS | |
|---|---|
| Last name | Last name |
| Name | Name |
| Date of Birth | 00 / 00 / 0000 |
| Nationality | Country |
| Official ID Number | xxxxxx-xxx |

TOTAL SCORE

0 250 500 750 1000

775 POINTS

| SCORES | |
|---|---|
| Reading Comprehension | 225 points |
| Listening Comprehension | 200 points |
| Written Expression and Interaction | 170 points |
| Oral Expression and Interaction | 160 points |

0 50 100 150 200 250

Madrid, November 7th 2016

Richard Bueno Hudson

Academic Director of the Instituto Cervantes on behalf and delegated by the Instituto Cervantes, Universidad Nacional Autónoma de México, Universidad de Salamanca and Universidad de Buenos Aires.

This document's authenticity can be corroborated at http://www.siele.org through the following verification code: xxxxxxxxxx-xxxxxxxxxx-xxxx-xx

The SIELE data scores listed in this document serve certifying purposes and have a validity of five years from the calification approval report date: November/7/2016

Run by: Telefónica EDUCACIÓN DIGITAL

With the verification code that appears in the lower part of the document you can always accredit the level you have obtained as well as the authenticity of the document, and by supplying this to institutions or companies, they will be able to verify this at siele.org with the following system:

The scoring for the different SIELE exam tests is performed through **two different systems,** depending on the **configuration and format** of the tasks and items of which they are composed:

- **Automatic scoring:** comprehension tests contain dichotomous items (with a single correct answer) with pre-selected answers, and are thereby scored with this system. The direct score (the number of correct items) is changed into its equivalence in a 250-point scale with the following formula:

$$\textbf{Final score:} \quad \frac{\text{(num. of correct answers X MAXIMUN GRADE)}}{\text{(Num. ITEMS IN THE TEST)}}$$

- **Scoring by examiner:** The Written and Oral expression and interactions tests include a series of tasks designed to be solved through predictable strategies, yet their linguistic response is not identical among candidates and requires qualified evaluation.

  The open-ended questions are scored on a scaled basis. Analytical scales are used to score both the *Written expression and interaction* test and the *Oral expression and interaction* test.

  For the *Written expression and interaction* test, the scale is based on descriptors that are grouped according to four criteria, while for the *Oral expression and interaction* test, they are based on two.

  A group of SMEs from the sponsor institutions has been consulted to design, validate and create the assessment scales.

  Raters assign a score between 0 and 5 for each category of the scales. After applying the appropriate weight to each score, the final grade is obtained on a 0-250 scale for each assessment.

  Grade calculations are performed with a specific formula for each test. More information is available in the APPENDICES section of this guide.

## 6.4 Score review and complaint

In case of disagreement with the obtained scores or the applied academic-administrative procedures, the candidate may purchase a review request for their scores through the My Page section available at **siele.org**

## SCORING SCALES FOR THE TESTS

### WRITTEN EXPRESSION AND INTERACTION TEST

| SCORING SCALE | | | |
|---|---|---|---|
| FOR BOTH TASKS | | | |
| **Score** | **COHESION** | **CORRECTNESS** | **SCOPE** |
| **5** | Produces a clear, coherent, and well-structured text, demonstrating a fairly complete and varied use of organizational structures, a broad series of connectors to mark continuity or changes of topic, and other cohesion mechanisms (dependent, adjectival, and adverbial clauses; reference resources such as deictic...).<br>Correctly uses: The rules of punctuation. | Shows consistent command of the language at a complex level, with almost no lexical, grammatical or spelling errors. | Describes, narrates or discusses all types of situations, without having to restrict what he or she wants to say; is capable of detailing and specifying the topics at hand, even abstract ones, and is able to defend their point of view with arguments and examples, such as making conclusions.<br>Texts are clear, abundant and precise, have a personal style, are appropriate for their target reader, and can include idiomatic and informal expressions within the appropriate context. |
| **4** | Produces a clear, coherent and structured text.<br>Uses a relatively diverse assortment of cohesion mechanisms to link phrases, such as connectors (a pesar de, por lo tanto, no solo… sino también), information organizers (para empezar, finalmente, por otra parte,<br>en cuanto a), reference resources (markers, deictic, etc.) and sentence subordination. Nevertheless, there may be sporadic errors in the references and connectors or little clarity in a phrase or in the relationship between two phrases or sections of the text. Correctly uses basic punctuation rules. | Maintains good grammatical control (use of past tenses, expressions, subjunctive subordinates, use of comparatives...) and lexical control, though they may still.<br>Make some errors in the structure of long or complex sentences (feelings, abstract topics...) or in specific or uncommon vocabulary.<br>Spelling is reasonably correct, but the candidate may make errors when writing accents and for uncommon vocabulary. | Is capable of explaining the main points of an idea or problem, of expressing feelings and thoughts on complex or abstract topics, or synthesizing and evaluating information and arguments, and of describing unusual situations. The candidate expresses him- or herself in a reasonably precise manner, and can include some idiomatic and informal expressions. |
| **3** | Writes cohesive, ordered texts with a linear sequence of simple elements, using information organizers (primero, luego, después), common connectors (también, entonces, porque, así que, además, aunque, sin embargo…), relative connectors (donde, cuando…), dependent clauses (creo que...), though the text may present some errors or limitations among the sections or in the use of cohesion mechanisms. Correctly uses basic punctuation rules. | Demonstrates reasonable control of simple linguistic elements and common structures (different between ser and estar and their most common uses, the imperative, present and irregular tenses, basic use of past tenses, use of the most frequent expressions...) for predictable and general topics, yet makes grammatical, lexical and/or spelling mistakes. | Is capable of requesting information, making evaluations, expressing desires, giving instructions, making simple but adequate descriptions of everyday topics, events and travels, or telling stories. Lack of specificity and circumlocution show the candidate's limitations, and they may make errors, repetitions, or inaccuracies when talking about complex or abstract topics. |
| **2** | Writes basic texts with short sentences linked with somewhat limited resources: simple connectors (y, pero, porque, por eso…), relative connectors (que), pronouns... May make errors (improper use of elements of reference, undue choice of deictic, lack of textual organization) and punctuation mistakes or inaccuracies that making the text difficult to read, though they do not affect its meaning. | Demonstrates an elementary control of simple linguistic elements, but systematically makes basic grammatical errors (ser/estar/haber, regular and irregular verb tense conjugations, pronouns, subject-verb or noun-adverb agreements...), lexical and spelling errors, though the desired meaning is understood. | Is capable of transmitting basic information in specific and everyday situations (giving personal information, talking about aspects of the immediate environment, etc.) and expressing themselves on known, simple and usual topics (short, basic description of actions, personal experiences or common situations, requesting simple information, etc.). |
| **1** | Writes a series of simple phrases or groups of words that are linked with very basic connectors (y, pero). Speech does not maintain an organized structure and information is presented messily. There are punctuation errors. | Uses very basic, simple grammatical structures associated with basic, immediate needs. Makes many grammatical errors (agreement, verb conjugations, present tenses...) and lexical and spelling errors, which make the message difficult to understand. | The candidate's control is limited to personal information and immediate needs, though they may be able to fulfill other communicative functions by using resources from similar languages. |
| **0** | Does not write full sentences. Writes free-standing words with no coherence among them. | Barely uses correct vocabulary or syntactic and grammatical structures. | Uses some words in Spanish, but is basically incapable of expressing themselves. |

| SCORING SCALE | |
|---|---|
| **TASK 1 FULFILLMENT** | |
| **Score** | |
| **5** | Fully completes the task, creating a text that provides details and examples about the given points. Adjusts the text to the given situation and to the given prompt. |
| **4** | The response adequately corresponds to the task: it provides the required information and at some point provides a certain degree of detail, though some of the minor points may be missing (opening, conclusion) or one of the relevant point may be only briefly addressed. Adjusts the text to the given situation and, in general, to the given prompt. |
| **3** | Completes the task: provides the required information in a simple manner, though he or she may omit or only minimally fulfill some of the important points. Adjusts the text to the given situation, but may not appropriately respond to the given prompt. |
| **2** | Provides some of the required information for the task: in addition to the one of the important points, some minor points or sub-points (opening, conclusion) may be lacking, and there is irrelevant or redundant information. The text is relatively adjusted to the given situation, but the given prompt may not be taken into account. |
| **1** | The task is incomplete: a significant amount of information is missing (half or more than half of the relevant points). Does not adjust the text to the given situation, or does so only to a limited extent, nor takes into account the given prompt. |
| **0** | Though the text may be related to the task topic, it does not transmit the requested information nor is the text coherent and comprehensible. |

| TASK 2 FULFILLMENT | |
|---|---|
| **Score** | |
| **5** | Completely finishes the task with a text that provides details and examples to defend their arguments or present the discussion points. Perfectly adjusts the text to the given situation and to the given prompt, and adjusts it to the required genre. |
| **4** | The response adequately corresponds to the task: providing information and the necessary arguments, though some of the presented points may be addressed only briefly. Generally, the candidate adjusts the text to the given situation, to the given prompt and to the required genre. |
| **3** | Completes the task in a simple manner: provides the required information, though one of the points may be omitted or not addressed with sufficient detail. Adjusts the test to the situation, though is possible they have not responded to the given prompt or the text has not been exactly adjusted to the required genre. |
| **2** | The task is incomplete: one of the required points is missing, the points are addressed too briefly, or there is a lack of concision and there may be irrelevant and redundant information. Does not adequately adjust the text to the given situation, does not respond to the given prompt, and does not adjust it to the required genre. |
| **1** | The text is far from fulfilling the given aim, though it is related to the task topic. Half or more than half of the required points are missing. Does not adequately adjust the text to the given situation, does not take into account the given prompt and does not adjust it to the required genre. |
| **0** | Does not respond adequately to any of the task points, nor creates a coherent and comprehensible text. |

## ORAL EXPRESSION AND INTERACTION

| SCORING SCALE | | |
|---|---|---|
| FOR TASKS 1, 2 AND 3 | | |
| **Score** | **LANGUAGE USE** | **FULFILLMENT** |
| **5** | Uses a level of language that is precise and appropriate to the task, and is not restricted in expressing all they wish to say. Makes almost no errors and maintains fluid and cohesive speech if the task requires so. | **T1.** Responds adequately to allquestions. |
| | | **T2.** Adequately describes the photo, fulfilling all the points of development. |
| | | **T3.** Adequately completes the two situations, fulfilling the three development points for each of them. |
| **4** | The candidate's linguistic repertoire allows them to expression themselves with a degree of precision, maintaining clear and coherent speech if the task requires so. May make some errors and pause at times, mainly when using more complex vocabulary or structures. | **T1.** Adequately responds to the questions posed, but provides scarce information for one of the last two. |
| | | **T2.** Adequately describes the photo, but omits one of the points or provides a response that is too short to consider it properly fulfilled. |
| | | **T3.** Completes two of the situations in a simple manner: follows the points of development but only partially fulfills one point of one of the situations. |
| **3** | The candidate's linguistic repertoire allows them to express themselves in the given situations. Uses only simple cohesion elements, make errors and pauses at times, which does not impede comprehension. | **T1.** Adequately responds to three of the questions posed or provides too little information in the last two. |
| | | **T2.** Adequately responds to three of the statement points, but omits two of them or provides a response that is too short to consider it properly fulfilled. |
| | | **T3.** Adequately completes one of the situations or only responds to two points for both. |
| **2** | The candidate's linguistic repertoire is simple and allows them to express themselves in a limited manner: he or she does not connect the different parts (in the longer answers), makes basic systematic errors and pauses frequently, which may impede comprehension. | **T1.** Adequately responds to only two of the questions posed. |
| | | **T2.** Describes elements of the photo and fulfills one or two of the points of development, but does not adequately respond to the rest. |
| | | **T3.** Provides a responds to one of the points in the two given situations, but it cannot be said that the candidate fulfills the others. |
| **1** | The candidate expresses him- or herself with words, short statements or sentence models, with few linking elements (in the tasks in which they would be convenient). Effort is needed to understand what they are saying due to errors and pauses. | **T1.** Responds adequately to only one of the questions posed. |
| | | **T2.** Speaks about the photo, but does not fulfill any of the points of development. |
| | | **T3.** The candidate's interventions are related to the topic of the two given situations, and he or she fulfill one of the necessary points for one of them, but does not adequately address the rest. |
| **0** | The candidate only articulates, between long silences, single words that are barely understandable or most of which are from other languages. | **T1.** Does not respond adequately to any of the questions posed. |
| | | **T2.** Does not describe the photo. Does not fulfill the points of development. |
| | | **T3.** The interventions, if any, do not correspond to the presented situations. |

| SCORING SCALE | | |
|---|---|---|
| FOR TASK 4 AND 5 | | |
| **Score** | **LANGUAGE USE** | **FULFILLMENT** |
| **5** | The candidate's linguistic repertoire allows them to provide any type of information and to argue their opinions without restricting what they want to say in a precise, well-structured, cohesive and fluid speech. Does not need to pause often to prepare the speech and makes almost no errors. | **T4.** Adequately responds to the three questions. |
| | | **T5.** Performs the presentation to an adequate degree, fulfilling all the points of the task. |
| **4** | The candidate's linguistic repertoire allows them provide information, express their opinion and defend it in a clear and coherent speech. Pauses and makes some errors, mainly when using more complex structures and vocabulary or that deals with uncommon aspects of the given topics. | **T4.** Partially responds to the three questions. |
| | | **T5.** Partially completes the task: though they express their opinion regarding the chosen phrase and justify it with arguments, the candidate does not give examples nor adequately conclude the presentation. |
| **3** | Commands only common structures and simple vocabulary about the task topic, causing him or her to express themselves with hesitation and circumlocution. Includes commonly used cohesion elements in their speech, pauses to plan out what they want to say and makes errors that do not impede comprehension. Speech may be more fluid, coherent, and clear if it is short. | **T4.** Responds adequately, though perhaps only partially, to two of the questions. |
| | | **T5.** Presents his or her position in the presentation, but does not adequately justify it. |
| **2** | Correctly uses some common structures and simple vocabulary about the task topic through barely connected statements. Makes basic systematic errors and pauses often, which may impede comprehension at times.<br>May speak with greater cohesion, fluency and correctness when referring to topic other than that of the questions / statement or if the speech is particularly short. | **T4.** Responds adequately to one of the questions. |
| | | **T5.** Speaks about the selected phrase, but does not clearly express or justify their position regarding the same. |
| **1** | The candidate expresses him- or herself with words, short statements or sentence models. Certain effort is needed to understand what they are saying due to constant errors and pauses.<br>May use common structures and simple vocabulary correctly in longer sentences when referring to a topic other than that of the questions / statement. | **T4.** Though they say things related to the task topic, they do not adequately respond to any of the questions. |
| | | **T5.** Speaks about a topic associated with that of the task, but the presentation does not correspond with the provided phrases, nor does it address any of the given points. |
| **0** | Is limited to repeating the words / sentences from the task or to articulating, between long silences, single, barely understandable words or words that are mostly from other languages. | **T4.** Does not respond to any of the questions, nor says anything associated with the topic of the task. |
| | | **T5.** Does not give the presentation or it does not correspond in any way with the given topic. |

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#hablamosespañol

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