【原著】

CEFR Based Rubrics and Feedback: What You CAN DO!

Richard Sugg

CEFR に基づくルーブリックとフィードバック ──あなたにできること！──

Richard Sugg

Abstract

In recent years, teachers at the Bunkyo English Communication Centre (BECC) have been involved in a project basing materials and courses around the Common European Framework of Reference for Languages (CEFR). Working with standardized rubrics, we have also begun giving CEFR based feedback for spoken and written assessments. Rather than getting 'just a number', students are encouraged to take the feedback they are given and use it to motivate and inform their extra studies within our Self Access Learning Centre (SALC). This report will briefly discuss the basic concepts of feedback and the development of our CEFR based rubrics. It will then outline how we are using these rubrics to give students a positive and motivating combination of grades, feedback and advice to students. Finally, other forms of in-house feedback will also be discussed.

What is 'Feedback'?

Any reply, comment, grade or piece of advice that a teacher gives is generally thought of as being 'feedback'. According to the Longman dictionary, feedback is defined as 'advice or criticism about how successful or useful something is' (Feedback, 1995), and similarly by the Cambridge dictionary as 'information or statements about something that can tell you if it is successful' (Feedback, 2019). However, what the definitions do not define, and what is often unclear to teachers, is the difference between comments, grades, advice, information, statements, and how each one can affect a student's response or attitude to learning. Wiggins, G. (2012b), writes that

> 'the term *feedback* is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking. Basically, feedback is information about how we are doing in our efforts to reach a goal'.

On the face of it, these two sentences can seem contradictory: surely praise in the form of phrases such as 'well done', or 'you passed the assignment', or a mark of 8 out of 10, or an A grade is information about how a student is doing? Maybe it is, but is it helpful and useful? Is the student

informed as to *why* the task was 'well done', or as to *how* they passed? Does the student who receives an 8 out of 10 or an A grade know *what* to do in future to improve their score? What information is being given that the student can take away to encourage them to study or to help them practice more effectively on their own? To satisfy these requirements, 'helpful feedback should be goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent' (Wiggins, G. 2012b).

Feedback in Japan

'Learners need endless feedback more than they need endless teaching.'

The above quote, also from Wiggins (2012a), is widely referenced by teachers when talking about feedback. Here in Japan, with the prevalence of rote learning in schools for entrance tests, and the nature of the massive cram-school industry, it could well be observed that our students certainly receive endless teaching. However, do they receive enough feedback? In most cases feedback comes in the form of a grade, either out of 10 or 100, or in letter form on a scale such as A, B, C, D, or E (as it does in many other countries). If we go back to the previous definitions of feedback, this most common form of response is not *actionable*: it does not tell the student specifically what they should or shouldn't do in the future, and therefore does not actually qualify as feedback that students can use to improve their learning. Sadly, as it is first given in Japanese elementary schools, where even 96 out of 100 in a Japanese character writing kanji test can be considered a failing grade, rather than motivating students, anything other than a perfect grade in this form during junior and senior high school often reinforces the belief many of our students form of themselves that they 'can't do' English. Another kind of unactionable 'feedback' our students have received from overworked teachers is a 'completion mark', consisting of a hand-drawn flower, or a swirl mark or even a character stamp. Often given for sentence grammar reorganization tasks, textbook passage copying or simple model-based compositions, this form of feedback regularly leads to students just memorizing these as correct answers to be regurgitated in the future, regardless of how accurate or appropriate for the current task the original work actually was. There are also the ubiquitous kanji message stamps that teachers use to comment on students work. These range from "よく出来ました！" *(Well done!)*, おしいな！ *(nearly),* to もっと頑張ってください！ *(please try harder)*. In these cases, the 'information conveyed by the teacher focuses on the student rather than on the performance or understanding. This kind of feedback can have undesired results and increase the fear of failure.' (Fonseca, J. et al, 2015). We in the BECC too (along with arguably many teachers at most Japanese universities) have been guilty of giving the same kinds of evaluation and grades. By university decree we have to give a summative semester grade ranging from S down to D, and currently only give a reading and listening 'score' for our own summative Bunkyo English Test (BET). (For a more in-depth explanation of our in-house BET, see Bower et al, 2014). However, for reasons of convenience (time constraints for teachers, and giving students results in a way they are used to), we have also previously just given a score grade out of 5, 10, 15 or 25 for our in-course formative assessments. Just because we also added a line instructing students to "Ask your teacher if you have any

questions," we haven't really been giving students any indication of what they can do to improve.

What should we be considering?

Within the constraints then of what is required by institutions in terms of giving students grades, what should teachers be looking for when giving actual feedback, rather than just advice or scores? Fonseca, J. et al (2015) take the work of others and break it down into two clear sections: Feedback *Strategies* and Feedback *Content*. They describe these in the following way:

'Feedback *Strategies* can be described in terms of (a) *Timing* (when feedback is given, and how often); (b) *Amount* (how much feedback); (c) *Mode* (oral, written, or visual/kinesthetic feedback); and (d) *Audience* (individual, group, class feedback). Feedback *Content* can be described and assessed in terms of (a) *Focus* (work, process, self-regulation); (b) *Comparison* (criterion-, norm-, self-referenced); (c) *Function/Valence* (description, judgment/positive or negative valence); (d) *Clarity/Specificity*; and (e) *Tone* (shows respect to student; student recognized as agent).'

If we can satisfy some or all of these criteria, or those as listed by Wiggins, then hopefully we can provide our students with useful feedback to help them move forward with their own studies.

Feedback in the BECC

Student generated feedback

Feedback in the BECC now starts with the students themselves. Every lesson in our GE course, and an increasing amount in our elective courses, starts with a 'can–do' box based on descriptors from the Common European Framework of Reference (CEFR) as written by the Council of Europe in 2001 (updated 2008). Students, by immediately having to decide by themselves whether or not they can do the task they are about to practice, are already taking part in a form of pre-task assessment.

Table 1. *An example lesson Can-do box*

BECC BUNKYO ENGLISH COMMUNICATION CENTER	I can do it easily	I can do it	I can do it but I need practice	I can't do it
I can communicate in simple and routine classroom tasks. 簡単で日課になっているような授業内の活動の中で意思疎通ができる。				

Rather than thinking of their ability to pass a test, or to speak/read/write English perfectly (as per junior and senior high school), students are now being introduced to the idea of judging their ability to perform a certain task in English. Immediately, this means that they have a clear goal as to what they are trying to do. Perhaps as a hangover from their high school days, particularly in the first

year of studies, the majority of students will choose 'I can't do it', or 'I can do it, but I need practice' at the beginning of a lesson. At the end of the lesson, students again fill in another identical 'can-do' box, performing their own post-task assessment of their own abilities. Just by comparing the two boxes, thanks to them being CEFR-based, students can get timely (in this case immediate), manageable in amount, tangible and transparent (the results are obvious), goal referenced (about their ability to do the task), self-generated feedback. Also, it is known only to the student, thus making it 'sensitive to potentially unequal power relations in the classroom and concerns for student self-worth' (Fonseca, J. et al, 2015). More often than not, students will find that their ability to perform the task has increased by one or more levels. Whether factually correct or not, this kind of feedback, over time, can have a motivational and confidence building effect on the students.

This form of student-generated feedback originated in the extra Self Access Learning Center activities (SALCs). Done in their own time but a component of the whole course, students choose four activities (one each of speaking, reading, listening and writing per semester) at any level based on their own opinions of their ability and areas of interest. As well as having the 'can-do' boxes, the activities finish with guided self-reflection. These activities then also give actionable (clear and specific) 'advice' as to what a student can do next to improve their performance.

Teacher feedback

Of course, the majority of feedback for any student will always come from a teacher. In line with our CEFR-based curriculum, the first thing we have to establish is what kind of assessments we can actually give CEFR-based feedback on. As an assessment grid reflecting a person's ability to carry out actual tasks, the CEFR concentrates on speaking, writing, reading and listening ability, rather than going into specific grammar terms or spelling. However, for teachers, the easiest areas to give feedback on are a student's spoken interaction, spoken production and writing abilities. Currently we can give students CEFR-based feedback on their twice-yearly speaking tests, their in-class presentations and any form filling, e-mail, paragraph or essay writing assignments.

Speaking Tests

Any form of feedback needs to be based on a student's ability to do the task in hand. The level of ability is always judged against a rubric, which is what in turn usually gives a student a grade. The beauty of using the CEFR to base assessment rubrics on is that any numerical grade (useless in terms of feedback) can automatically be aligned to a 'can-do' descriptor of a student's ability to do something, which can then be used to give feedback that agrees with all of Wiggins' principles. In actual fact, we do it the other way around: We first decide a student's ability to do something according to the CEFR, and then assign a grade for each CEFR band purely for semester summative grade assignment. To be able to do this, we first had to create a CEFR-based, paired, double rated speaking test, which we call the Bunkyo English Speaking Test (BEST), and agree upon a set of rubrics; one holistic and one analytic. This was done by basing our test and rubrics on the Monbukagakusho (文部科学相) recognized University of Cambridge ESOL Examinations

KET and PET speaking tests. (See Sugg, R., Svien, J., 2018). As a grade 5 Distinction on the KET A2 level exam (University of Cambridge ESOL Examinations. 2016a, p 34–35) is also considered to be the equivalent of a passing grade 3 on the B1 PET exam (University of Cambridge ESOL Examinations. 2016b, p 47–48), we use that rubric to give up to B1 level descriptor feedback. Of course, some students may well perform at a level above that, but due to the fact that our students are not English majors, our our current first and second year GE course goals only range from A1–B1.

Table 2. *Best Rubrics: Holistic (Adapted from University of Cambridge ESOL Examinations, 2016a/2016b)*

Interlocutor - Holistic Rubric	Score	CEFR Level
Handles communication in **everyday** situations, **despite** hesitation. Constructs **longer** utterances **but** is not able to use complex language **except** in **well-rehearsed utterances**. (if a student performs better than the above, still give 5)	**5**	**B1 or above**
Performance shares features of bands 4 and 5.	**4.5**	**A2+**
Conveys **basic** meaning in **very familiar** everyday situations. Produces utterances which tend to be **very short** – words or phrases – with **frequent hesitation**.	**4**	**A2**
Performance shares features of bands 3 and 4.	**3.5**	**A1+**
Has **difficulty conveying basic** meaning **even** in very familiar everyday situations. Responses are limited to short phrases or isolated words with frequent hesitation and pauses.	**3**	**A1**
Unable to produce the language to complete the tasks.	**2**	**Pre-A1**

Table 3. *Best Rubrics: Analytic (Adapted from University of Cambridge ESOL Examinations, 2016a/2016b)*

The ability to use a range of grammar and vocabulary accurately and appropriately in planned and unplanned speech.	The ability to articulate individual sounds and link words, and to use stress and intonation appropriately.	The ability to produce unplanned speech in response to questions and participate in conversation.	**Grade CEFR**
Grammar and Vocabulary	**Pronunciation**	**Interactive Communication**	
Shows a **good degree of control** of simple grammatical forms. Uses **a range** of appropriate vocabulary when talking about everyday situations.	Pronunciation **is clear and intelligible, even if** a foreign accent is sometimes evident. **Occasional** mispronunciations, but **always the same** words. Student maintains **a smooth rhythm** with **little if any hesitation.**	**Maintains simple exchanges.** Requires none or very little prompting and support. *May use gestures in addition to correct language to help a partner understand.*	5 B1 or above
Performance shares features of bands 4 and 5 A2+			4.5
Shows **sufficient control** of simple grammatical forms. Uses **appropriate** vocabulary to talk about everyday situations.	Pronunciation is **clear enough to be intelligible, despite** a noticeable foreign accent. **Some** mispronunciations occur. Student maintains a rhythm **within memorized sentences,** but with **some hesitation between** sentences.	Maintains simple exchanges, despite **some difficulty.** Requires prompting and support. *May need to use some gestures in lieu of correct language to help a partner understand.*	4 A2

Performance shares features of bands 3 and 4 A1+			3.5
Shows only **limited control** of grammatical forms. Uses a vocabulary of **isolated** words and phrases.	Can be understood with **some effort** by native speakers used to dealing with speakers of this language group. **Many** mispronunciations occur. Student is **monotone** in rhythm, **frequently hesitates** and/or speaks in **broken phrases.**	Has **considerable difficulty** maintaining simple exchanges. Requires additional prompting and support. *May need to rely on gestures to communicate.*	3 A1
Shows **no control** of grammatical forms. Uses **inappropriate** vocabulary or **mostly Japanese.**	Pronunciation is **mostly unintelligible** and/or **impedes communication.**	Unable to ask or respond to most questions.	2 Pre-A1

Using the above rubrics, the test interlocutor enters one holistic grade to a master Excel document, and the test rater enters three analytic grades. When all testing is complete, the results are turned into fair scores using Rasch analysis to create grades for final semester scoring. However, the students then receive a scorecard giving them only their CEFR level for each of the four areas assessed (*Table 4*).

Table 4. *BEST CEFR scorecard*

結果 BEST 1 Summer 2018	クラス:FE4
名前:	学生番号
Interlocutor	Grammar and Vocabulary
採点者 1	文法と語彙（採点者 2）
A2	A2+
Pronunciation	Interactive Communication
発音の正確さ（採点者 2）	やり取り（採点者 2）
A2+	B1 or Above
Overall Speaking スピーキング全般 A2+	

Students have already received a Japanese translation of the above individually assessed criteria CEFR bands, so they can then compare the test 'grades' to the corresponding 'can-do' on the chart to receive their feedback. By looking at the level above the one they achieved, they can also see what they need to do to improve their grammar, pronunciation or communicative ability, or can take these results to a teacher or learning adviser who can then give further, more specific advice. For their overall speaking grade, students can also refer to an extra practice guide to receive more specific feedback and advice (*Table 5*).

Table 5. *Examples from the BEST Overall Speaking CEFR Grade Extra Practice Guide (shortened for publication purposes)*

スピーキング全般	BEST Feedback	サルクアクティビティ（スピーキング）
B1 or above	日常の様々な場面においてコミュニケーションを取ることができる。言葉に詰まることはほとんどないか，全くない。 より長い発話あるいは文を構成することができる。また，十分に練習をした発話や文でなくても複雑な表現を用いることができる。	アクティビティを選ぶ際の参考レベル：B2レベル
B1	言葉に詰まることもあるが，日常の様々な場面においてコミュニケーションを取ることができる。 より長い発話あるいは文を構成することができるが，あらかじめ練習をした発話や文でなければ複雑な表現を用いることはできない。	アクティビティを選ぶ際の参考レベル：B1レベル
A2+	A2とB1の両方の特徴を合わせもつ	アクティビティ（を選ぶ際の参考レベル：A2レベルもしくはB1レベル

Extra Help
スピーキングの力を伸ばす方法についてラーニングアドバイザーに相談してみましょう。 授業で習っていることやあなたが興味を持っていることについて，SALCラウンジの教員と話してみましょう。SALC内にあるおすすめの教材：英語で意見を言ってみるCollins English for use: Speaking B1+
スピーキングの力を伸ばす方法についてラーニングアドバイザーに相談してみましょう。 授業で習っていることやあなたが興味を持っていることについて，SALCラウンジの教員と話してみましょう。SALC内にあるおすすめの教材：1分間英語で自分のことを話してみる(2)Essential Functions for Conversation
スピーキングの力を伸ばす方法についてラーニングアドバイザーに相談してみましょう。 授業で習っていることやあなたが興味を持っていることについて，SALCラウンジの教員と話してみましょう。SALC内にあるおすすめの教材：Collins English for use: Speaking A2

Not only does this allow students to receive qualified grades and feedback, it also saves time for the teachers, as all feedback is 'auto-generated'. The students are comfortable with the process of receiving a CEFR grade and then comparing it to a 'can-do' statement for feedback because they have already practiced the process with earlier spoken presentation and writing assignments. In line with Wiggins' (2012b) idea that feedback should be ongoing, students also receive a feedback sheet which they save in their personal Moxtra binder. (Moxtra is a digital portfolio system used extensively within the BECC. For more information, see Davies, R. 2019). Students then take a picture of their results card and paste it into this document (along with their BET reading and listening summative test scores) so that they can monitor their progress over the two years of the General English (GE) course. As their Moxtra binder is shared with their teacher, students can also receive more specific feedback and advice at their own request.

Presentations

The spoken presentation assessment rubrics (one for in-class 'live' presentations, one for video submissions) used by teachers are indeed very similar to the speaking test analytic rubric, because they have been created using the same University of Cambridge ESOL Examinations materials, and the Council of Europe (COE). (2001) materials.

Table 6. *CEFR-based Analytic Video Presentation Rubric (shortened for publication purposes)*

	Vocabulary and Grammar	**Pronunciation**	**Presentation**	**Communication**
B1 or above 5	Uses a range of appropriate vocabulary for the situation. Uses grammatical forms reasonably accurately, mistakes occur when attempting complex forms.	Pronunciation is clear and easily understood, even if a foreign accent is sometimes evident. Occasional but consistent mispronunciations occur. Student maintains a smooth rhythm between connected sentences with little if any hesitation.	Speaks loudly and clearly. Often uses gestures at appropriate opportunities. Obvious what the situation is.	Can do the simple conversations. Does not need support from a partner.
A2+	Between 4 & 5	Between 4 & 5	Between 4 & 5	Between 4 & 5
A2 4	A few errors occur in vocabulary and grammar but DO NOT impede communication.	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent. Some mispronunciations occur. Student maintains a rhythm within individual sentences. Some hesitation between sentences.	Voice is audible and reasonably clear. Sometimes uses gestures at appropriate opportunities. Obvious what the situation is.	Can do the conversations with some difficulty. Needs a little support from a partner.
A1+	Between 3 & 4	Between 3 & 4	Between 3 & 4	Between 3 & 4
A1 3	Numerous grammatical errors except in memorized expressions, which SOMETIMES impede communication.	Can be understood with some effort by native speakers used to dealing with speakers of this language group. Many mispronunciations occur. Student is monotone in rhythm, frequently hesitates and/ or speaks in broken phrases.	Voice may be indistinct at times. Rarely uses gestures. Not obvious what the situation is.	Has considerable difficulty doing the conversations. Needs a lot of support from a partner.

Students have both the English and Japanese versions of these rubrics, which they then use in conjunction with a separate feedback sheet that the teacher fills out while watching the presentation. This feedback includes a total score out of 20 based on the above rubric for two reasons. Firstly, students have said that they would still like to receive a grade, but more importantly from our point of view, they can use the individual scores to receive feedback on their individual skills. The second section then gives students feedback on their overall performance in achieving their presentation goals, and the final section allows students to reflect on their own performance in a non-threatening way: teachers can video the presentations and share them via Moxtra with students before their next class, which is when the students should receive their timely feedback. Whatever students write is for themselves to access at a later date, as this portion of the pdf does not have to be shared with the teacher. Students share the top half of the sheet with their teacher in an assessment feedback record sheet in Moxtra.

Table 7. *In-Class Presentation Feedback Sheet (adapted for publishing purposes)*

	Vocabulary and Grammar	**Pronunciation**	**Presentation Skills**	**Keynote Screens**	**Total**
Score	**/5**	**/5**	**/5**	**/5**	**/20**
CEFR Level	**Your Overall Presentation Skills**				
B1 or above	You can give a prepared straightforward presentation on a familiar topic which is clear enough to be followed without difficulty most of the time. Your main points are explained with reasonable precision. 身近な話題について，事前に用意された簡単な発表ができる。全体的に，聞き手が難なく話についていける程度のはっきりとした発表ができ，また，要点をある程度正確に述べることができる。				
A2+	You can give a short, rehearsed presentation on a familiar topic, and briefly give reasons and explanations for opinions, plans and actions. 練習をした上で，身近な話題について短い発表ができる。意見，計画，行動に関して理由と説明を大まかに述べることができる。				
A2	You can give a short, rehearsed, basic presentation on a familiar subject. 練習をした上で，身近な話題について簡単な短い発表ができる。				
A1+	You can give, while sometimes reading, a short, rehearsed, basic presentation on a familiar subject. 時折原稿を読むことはあっても，練習をした上で，身近な話題について簡単な短い発表ができる。				
A1	You can read a very short, rehearsed presentation. 練習をした上で，非常に短い発表原稿を読み上げることができる。				
Pre-A1	You can read a very short, rehearsed presentation using broken language. 練習をした上で，非常に短い発表原稿を読み上げることができるが，しっかりとした言葉になっていない。				

SELF REFLECTION	
この課題は期限内に完了し提出できましたか？もしできなかったのであれば，それはどうしてですか？	

この課題の中で容易にできたところはどこですか？	
この課題の中で楽しくできたところはどこですか？	
この課題の中で難しく感じたところはどこですか？	
次のプレゼンテーションは，どうしたらよりよい発表なるでしょうか？自身の考えを書いてください。	

Writing Assessment

For consistency and transparency, we follow a very similar system of CEFR-based rubric generated feedback for our writing assessments. Again basing rubrics on the Cambridge PET exam, and using phrases from the CEFR detailing what students at the various levels can do, we have created two rubrics for the two streams of the GE course (A1–A2 and A2–B1). This is because written work at the A1–A2 level requires little if any organization skills in terms of sentence linkage and combination, so does not require an organization grade. A score of 1 has the same 'can-do' criteria in both rubrics because that equates to a Pre-A1 CEFR writing ability (or even below), which is generally agreed to be impossible to accurately grade.

Table 8. *A2–B1 Writing Rubric (shortened for publication purposes)*

	Spelling & Grammar	Content	Organization
5	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.	All content is relevant to the task. Target reader is fully informed. (all 5 verbs are used) All aspects of task clearly communicated	Text is connected using basic, high frequency linking words. **(The words used in this and other lessons: also, so, and, but, because, however)**
4.5	Between 4 & 5	Between 4 & 5	Between 4 & 5
4	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. All aspects of task communicated.	Text consists of **mostly** simple sentences, **without** linking words.

3.5	Between 3 & 4	Between 3 & 4	Between 3 & 4
3	Expression requires interpretation by the reader and contains impeding errors in spelling and grammar.	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. Most aspects of task communicated	Text consists mostly of fragments, rather than complete sentences.

Students again receive a Japanese translation of the above with their abilities highlighted. If a student's work is in the 3.5 or 4.5 band, then teachers highlight which of the level 3 criteria and which of the level 4 criteria the student has achieved. On the same sheet, students also receive lesson specific feedback and advice on how to review their work. Teachers highlight areas to work on (an A2 student may well be advised to just review the vocabulary in the lesson, whereas an A1 student may be asked to review vocabulary, the focus on form and the writing example in the lesson) and again quickly share the grades, feedback and advice with students via the Moxtra app. As with the speaking test and presentation rubrics, the writing rubrics do have a 'ceiling effect', meaning that some students may well be achieving a level higher than is actually being measured. However, for our elective writing courses we do have an extended rubric which teachers can also utilize in the GE curriculum if they feel students are not being fully assessed/students wish to have extra information about their abilities or to know what the 'next level' to aim for would be. This extended rubric is designed to satisfy the above conditions while at the same time not penalizing students who are at a lower level. Students who perform at a level higher than B1 do not actually receive any more points than a lower level classmate but do still receive more accurate feedback about their abilities.

Addressing the consistency element of feedback, which is making sure that teachers are interpreting work and rubrics the same way, is vital to giving ongoing feedback to all students. To do this, we have an established system of speaking test training and standardization (Sugg, R., Svien, J. 2018). Using a bank of actual speaking test videos and various 'live' and online materials, these sessions take place every semester. As all of our rubrics are based on the same Cambridge assessment system, teachers can transfer their skills and knowledge when judging student presentation and writing performance. Looking ahead to further improving consistency however, we are also compiling a bank of student presentations and writing samples that teachers can use to standardize their own assessment of these elements of the curriculum.

CEFR- based Feedback and Autonomous Learning

The goal of any information we give to students regarding grades, feedback or advice is to encourage students to improve their abilities, and to take more responsibility for their own learning. Another advantage of the CEFR based feedback and advice we give students is that it can promote autonomous learning along with our Self Access Learning Center. Any feedback

should encourage students to use the information they have been given to talk to either a teacher or a learning advisor in the SALC for clarification, to work on pronunciation and presentation skills, to further practice talking about topics from our lessons, or to just have the confidence to practice using their English. At the simplest level, this most obviously comes into play when students choose their own previously mentioned CEFR-based SALC activities. At the beginning of the school year, first year students choose their four activities from a 'can-do' grid. As the majority of students view themselves as weakest in the productive skills of reading and writing, they tend to choose activities at the lower CEFR levels. In the past, it was not uncommon for students to just choose the same levels for all four semesters of their GE course. Particularly with second year students, who often relax in their studies at this time, encouraging more or a higher level of autonomous learning has been particularly problematical. Since the introduction of our CEFR based feedback, there is some evidence (collected via an in-house survey of all freshman and sophomore students, using the online resource SurveyMonkey) that students are now more likely to change their levels of activities over time. While obviously difficult to ascertain if this is due to students' original misdiagnosis of their level, or an original lack of motivation, simplistic studies of student opinions seems to suggest that the feedback may be a factor changing student attitudes towards their own abilities in a positive way.

Table 9. *Student responses to CEFR-based feedback (second semester 2018)*

a) Freshman Students. **(Percentage of Students who agree with each statement)**

7. I understood my CEFR level feedback. (81%)

8. Getting CEFR level feedback was more motivating than just receiving a grade. (80%)

9. I used my CEFR level feedback to help me choose my SALC activities. (77%)
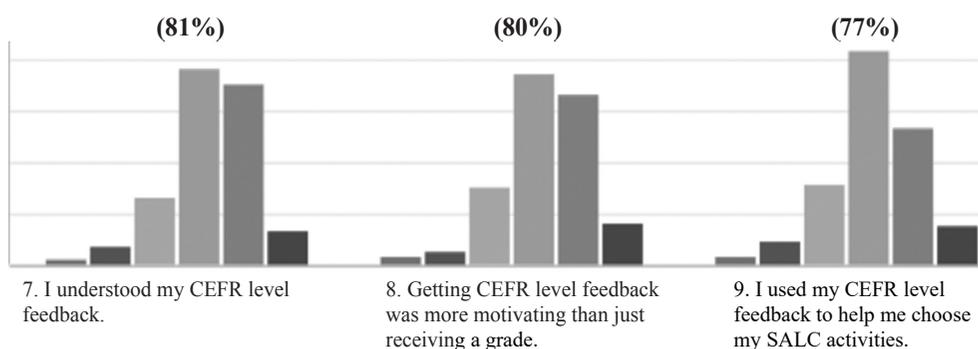
b) Sophomore Students. **(Percentage of Students who agree with each statement)**

7. I understood my CEFR level feedback. (85%)

8. Getting CEFR level feedback was more motivating than just receiving a grade. (85%)

9. I used my CEFR level feedback to help me choose my SALC activities. (79%)
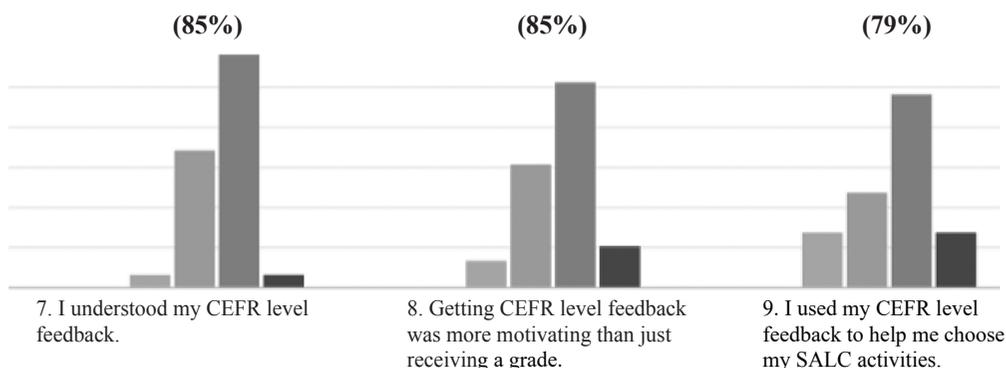
Table 10. *Overall Student SALC Selection*

Speaking Activities

Sem 1, 2018	Sem 2, 2018

Pie charts with legend: Pre-A1, A1, A2, B1, B2

Writing Activities

Sem 1, 2018	Sem 2, 2018

Pie charts with legend: Pre-A1, A1, A2, B1, B2
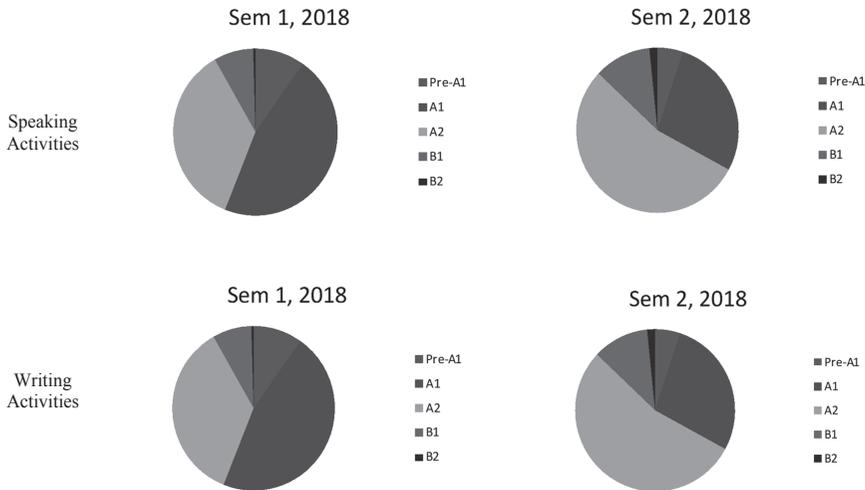
Non CEFR-based Feedback in the BECC

Due to the nature of many of our GE assessments, and our own resources, there are still many times when we cannot give CEFR based feedback to our students. These include our review vocabulary quizzes, grammar quizzes, assessments that focus on the receptive skills of listening and reading, and our summative course streaming BETs. However, we can make sure that whatever information we pass on to students satisfies as many of the earlier stated tenets of feedback as is possible. In the case of our vocabulary quizzes, which students take online via Moodle (a renowned online course management system), we can instantly auto generate a grade and advice that refers to students reviewing vocabulary via their Quizlet app. This app has many features which make vocabulary learning enjoyable for students. By utilizing the formative assessment/instant feedback elements that make digital games so addictive (you try something, get it wrong, get feedback on how to correct your mistake, immediately try again, advance further), this app leads our students toward a more interesting way of autonomously studying vocabulary then just trying to memorize lists of words from vocabulary practice books so beloved by high schools.

Table 11. *Example Moodle Vocabulary Quiz Advice Comments and Example Quizlet Screenshot*

Grade	16.00 out of 25.00 (64%)
Feedback	Thank you for studying for this quiz. You got a C grade. Try using LEARN and CARDS in Quizlet to help you improve your score. 頑張りましたね！あなたの成績はC です。次のクイズはレベルアップを目指してください。Quizletの学習とカード を使って、レベルアップを目指しましょう。

3.1 My Room

41 terms | hbwubecc TEACHER

LEARN	FLASHCARDS	WRITE	MATCH	TEST

Our grammar, reading and listening assessments are also taken online in Moodle. As a staff of 12 teachers, we do not currently have the manpower to evaluate all our reading and listening assessments to an accurate CEFR level. However, we can again provide instant advice that students can use to go back and review their studies. Although these assessments are not strictly formative (the students don't get to try the same assignment again later), the 'build up' of advice can teach students what to look at in their lessons to try to improve their abilities, and what areas to concentrate on ahead of their next assessment.

Table 12. *Example Moodle Grammar Quiz Advice Comments (shortened for publication purposes)*

100%	Excellent work! You got an S grade on this assessment. Try to get an S in the next quiz too! 実力あり！あなたの成績はS です。次のクイズもSを目指してください。
89%	Congratulations! You got an A grade. Please look again at the focus on form in lesson 5.5. If you have any questions, please see your teacher during *ikushin* time. おめでとうございます！あなたの成績はAです。Lesson 5.5 の focus on formを復習しましょう。質問がある場合は育心時間に先生に尋ねましょう。
79%	Well done! You got a B grade. Please look again at the speaking/focus on form in lesson 5.5. If you have any questions, please see your teacher during *ikushin* time. よくできました！あなたの成績はBです。Lesson 5.5 の speaking/focus on formを復習しましょう。質問がある場合は育心時間に先生に尋ねましょう。

For our summative BET assessments, which students take on arrival at Bunkyo University as their English placement test, at the end of the first year, and again at the end of the second year, we cannot yet give an overall CEFR grade. Despite the fact that they are based once again on the Cambridge exams, and each question is designed to be at a certain CEFR level, it would be misleading to give students an overall CEFR level and feedback regarding what they 'can-do' in terms of listening and reading when the question content is only taken from our own curriculum. Also, once again regarding the time, resources and manpower required to confidently set accurate cut scores, it may well be better for us to look at some external source to provide students with CEFR-based feedback for their receptive skills. In the meantime, what we can do is give students clear and consistently formatted scores. While these are not overly useful in terms of the kind of

Table 13. *Example BET Result Cards Year 1 (adjusted to maintain student anonymity)*

BET1 結果		
名前	学生番号	クラス
リーディング		
得点	クラス平均点	コース平均点
32 / 52	28.9 / 52	32 / 52
リスニング		
得点	クラス平均点	コース平均点
20 / 37	19 / 37	20.5 / 37
総合点		
得点	クラス平均点	コース平均点
52 / 89	48 / 89	52.5 / 89

BET2 結果		
名前	学生番号	クラス
リーディング		
得点	クラス平均点	コース平均点
37 / 52	34.4 / 52	39.1 / 52
リスニング		
得点	クラス平均点	コース平均点
30 / 37	22.9 / 37	24.8 / 37
総合点		
得点	クラス平均点	コース平均点
67 / 89	57.3 / 89	63.8 / 89
成績		
得点	クラス平均点	コース平均点
12.9 / 15	11.6 / 15	12.5 / 15

feedback we teachers want to give, they are expected by students, and as such can help to them to keep a record of their progress through the course. These results cards are once again added as photos to the students' BET and BEST results pdf and kept within their Moxtra binders so that they have all their assessment results readily to hand.

Conclusions

The very nature of our curriculum, with it being CEFR aligned, means that there is an easy structure to follow and a transparency that lends itself to being used to give feedback. It is up to us as teachers then, to make sure that the feedback and advice we give makes it easier for students to actually take advantage of the wide range of supporting resources available, and to help them focus on their own learner autonomy. In making our own rubrics and feedback sheets based on CEFR tasks, we are trying to make any feedback related to tasks or assessments that are focusing on the productive skills goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely and ongoing. Consistency is being maintained and improved through further teacher development and good practice. For our assessments that are attempting to measure the receptive skills, or individual elements of language such as vocabulary and grammar, we can at least try to make sure that any advice is constructive, and informing students of what the can do to review their work, or what parts of their lessons to look at or concentrate on for the future. In all cases, we are also aiming to give positive, motivating information on their ability to achieve defined goals: telling them what they 'can-do'. Hopefully this will then make students better placed to take advantage of the opportunities the BECC SALC offers them to participate in autonomous learning. Wiggins (2012b) states that 'no time to give and use feedback actually means no time to cause learning'. Bearing this in mind, we can say that CEFR-based feedback is essential if we are looking to cause or encourage any amount of learning in the BECC. As such, it is something we can only continue to look to improve and increase in the future.

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Moodle is available at https://moodle.org/

SurveyMonkey is available at www.surveymonkey.com

Quizlet is available at www.quizlet.com