



The CSE may be used as a technical support tool in personnel selection processes, internal promotion decisions, performance evaluations, training needs assessments, and professional development planning.

Its structure allows for the identification of an individual's level of functional communicative competence in English, facilitating evidence-based decision-making grounded in observable performance.

The CSE may also be used as an internal evaluation instrument to monitor progress, identify areas for improvement, and guide professional development programs within organizations.



Instrument Description

The CSE – Communication Skills Evaluation is an assessment instrument designed to diagnose functional communicative competence in English within professional contexts.

Its purpose is to measure a candidate's actual performance in different situations, considering clarity, discourse organization, content development, linguistic resources, and appropriateness of register.

The evaluation is structured around five integrated dimensions: Answer (the ability to respond clearly and appropriately), Interact (dynamic interaction and communication management), Explain (structured development of ideas), Express (professional and argumentative written production), and Register (accurate listening comprehension and appropriate transcription).

Performance is classified into four progressive levels: Basic, Functional, Solid, and Precise. Results are expressed both as a qualitative category and as a percentage score. Each result is accompanied by a descriptive report detailing strengths and areas for improvement.

Purpose

The CSE is an assessment instrument designed to diagnose the level of functional communicative competence in English required for effective performance in professional environments.

Its purpose is to measure not only formal language knowledge but also actual communicative performance.

The assessment focuses on observable performance and effective production, considering grammatical accuracy, clarity, coherence, appropriateness, and communicative functionality.

It evaluates functional communicative competence as the ability to organize ideas logically, respond clearly and appropriately, develop structured explanations, interact effectively in real communicative exchanges, and adapt linguistic register according to context.

Structure

The CSE is organized into five integrated assessment dimensions: Answer, Interact, Explain, Express, and Register.

- **Answer** measures the ability to respond directly, clearly, and appropriately to the questions presented.
 - **Interact** evaluates the ability to sustain a communicative exchange, manage conversational turns, request clarification, and respond dynamically.
 - **Explain** assesses the ability to develop ideas through a logical structure, including a central point, supporting development, and exemplification.
 - **Express** examines written communication skills, including the ability to formulate opinions and arguments coherently and with appropriate support, as well as to perform workplace-related tasks in formats such as emails, letters, and discussion forums.
 - **Register** evaluates accurate listening recognition and the ability to adapt language use according to the communicative context.
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Evaluation Matrix

Each dimension is assessed through an analytical rubric based on four cross-cutting criteria: communicative achievement, discourse organization, content development, and linguistic resources.

Performance is classified into four progressive levels: Basic, Functional, Solid, and Precise.

- **Basic Level:** Responses are generally brief and limited, showing minimal organization and little development of ideas. Communication may be fragmented and dependent on simple structures.
- **Functional Level:** Communication is generally understandable and demonstrates an identifiable basic structure; however, idea development is partial, and linguistic control may present occasional inconsistencies.
- **Solid Level:** Ideas are presented clearly and in an organized manner. Explanations are developed appropriately and fluently, and linguistic control remains stable throughout most communicative tasks.
- **Precise Level:** Communication is fluent, well-structured, and strategically adapted to the communicative context. Performance demonstrates lexical precision, sustained coherence, and conscious control of linguistic register.

Each dimension receives an independent score according to the established rubric. The overall score is obtained through the weighted integration of the five assessed dimensions.

Final results are expressed as a percentage score, a qualitative category (Basic, Functional, Solid, or Precise), and a descriptive report that contextualizes the outcome.

Evaluation Procedure

The assessment is conducted online through an interpersonal format that includes interviews, topic-development tasks, and guided interaction activities.

The evaluation lasts approximately one hour, depending on the current operational design.

When applicable, thematic content is adapted to the participant's professional field in order to ensure contextual validity and situational relevance.

Scoring Criteria

Assessment is conducted through structured observation. Evaluation criteria are explicit, comparable, and applied consistently.

To strengthen its technical and institutional acceptance, the CSE establishes an explicit alignment with international language standards through a mapping process between its performance levels and the descriptors of the Common European Framework of Reference for Languages (CEFR).

This correspondence is based on a comparative analysis of observable evidence of production and interaction against the criteria established for each CEFR proficiency level (A1–C2).

Results Report

Participants receive a professional report that includes the level achieved, detailed analysis of each assessed dimension, qualitative observations regarding performance, and specific recommendations for improvement aimed at communicative development in real-world contexts.



María Fernanda Carreras

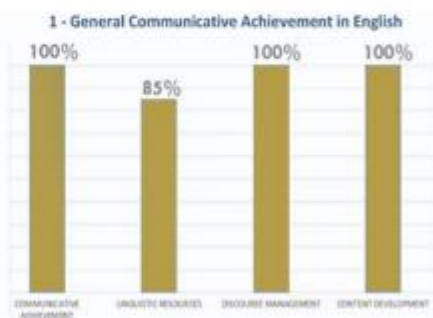
- Fecha de evaluación: [dd/mm/aaaa]
- Contexto: [Laboral / Académico / General]
- Rol / Área: [Si corresponde]

Communication Achievement: (Logro Comunicativo): la capacidad de cumplir y lograr los objetivos de comunicación de las situaciones.

Linguistic Resources: (Recurso Lingüístico): el uso adecuado del vocabulario, la gramática y las estructuras propias del nivel expresado en toda instancia comunicativa.

Discourse Management: (Manejo del Discurso): la habilidad de organizar y articular ideas con coherencia, claridez y fluidez de principio a fin.

Content Development: (Desarrollo de Contenido): la competencia para aportar información relevante y bien estructurada.



El **MCER** (Marco Común Europeo de Referencia para las Lenguas) es un marco internacional que permite describir y comparar el nivel de competencia en un idioma a partir de lo que una persona es capaz de comprender y comunicar en situaciones reales. Establece seis niveles de dominio, desde básico (A1-A2) hasta avanzado (C1-C2), y evalúa las habilidades de comprensión y producción, tanto oral como escrita. Su objetivo es ofrecer un criterio común y claro para interpretar el uso efectivo del idioma, más allá del conocimiento teórico.



Básico 1 - 50 %: comprensión y producción limitadas. Puede comunicar ideas simples en contextos muy previsibles, con apoyo y frecuentes dificultades de precisión y fluidez.

Funcional 50 - 80 %: se comunica de manera efectiva en situaciones habituales. Logra intercambios comprensibles, aunque con limitaciones en complejidad, vocabulario y corrección.

Sólido 80 - 96 %: comunicación clara, consistente y autónoma. Maneja variedad de contextos, organiza ideas con coherencia y mantiene interacciones fluidas, con errores menores que no afectan el sentido.

Preciso 97 - 100%: comunicación precisa, flexible y estratégica. Se adapta al contexto, al interlocutor y al propósito, utilizando el idioma con alto grado de control y naturalidad.

GENERAL

BÁSICO 1-50 %
FUNCIONAL 50-80 %
SÓLIDO 80 -96 %
PRECISO 97 - 100 %

96%
SÓLIDO

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Content Validity

The structure of the examination and its assessment rubrics were designed based on an analysis of the construct of functional communicative competence in professional contexts.

Assessment tasks were selected to promote interaction, explanation, and discourse production. For this reason, the instrument is interpersonal rather than automated.

The assessment matrix was reviewed through an internal analysis of coherence among objectives, tasks, and scoring criteria, ensuring direct correspondence between what the instrument intends to measure and what is effectively observed.

Performance Validity

CSE tasks require authentic language production under controlled conditions, allowing direct observation of discourse organization, clarity, appropriateness, and linguistic control.

The assessment design avoids relying exclusively on recognition-based or multiple-choice exercises, prioritizing observable interpersonal communicative performance.

Internal Reliability

Comparative analysis among assessment components demonstrates structural consistency across the evaluated dimensions (Answer, Interact, Explain, Express, and Register), confirming that the instrument maintains conceptual unity while preserving technical differentiation among skills.

Traceability

Assessment records are retained to allow methodological review whenever necessary, thereby reinforcing transparency throughout the evaluation process.

Traceability ensures technical consistency, auditability, and reliable application of scoring criteria across assessment administrations.

