



Agencia Andaluza del Conocimiento  
**CONSEJERÍA DE ECONOMÍA, INNOVACIÓN Y CIENCIA**

**Guidelines for the certification of the  
Accreditation procedure for foreign  
language proficiency certification at  
Andalusian universities**



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Accreditation procedure for foreign language proficiency certification at Andalusian universities.

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## 1. INTRODUCTION

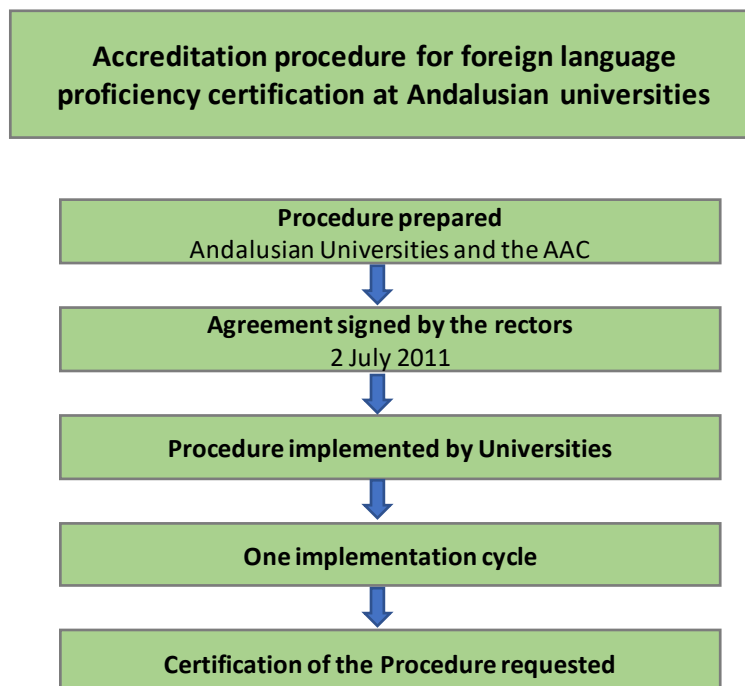
The creation of the European Higher Education Area has promoted a remarkable increase in student mobility, marking a new strategy in the global context of higher education. Fluency in different languages has become a basic instrumental skill for any graduate of the Andalusian university system. Knowledge of foreign languages is thus seen as a learning process that facilitates mobility, but also makes it possible to access knowledge and learning that we would probably not be able to obtain without a command of one or more foreign languages.

Following the Common European Framework of Reference for Languages (CEFR), Andalusian universities and the DEVA have a "Procedure for accreditation of foreign language proficiency in Andalusian universities", which allows universities to structure and assess foreign language proficiency exams using the same criteria.

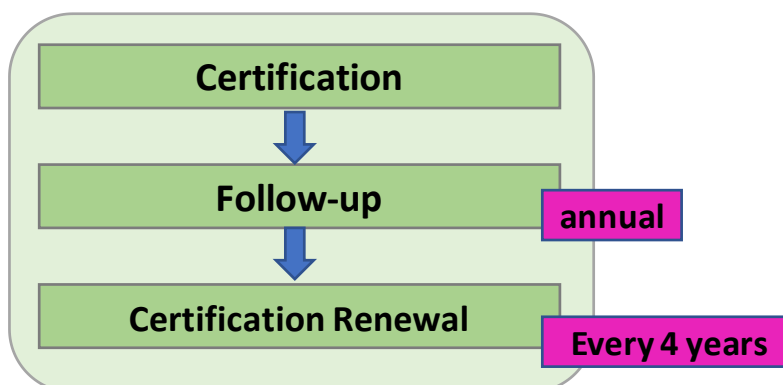
This procedure coordinates the assessment, development of common construction criteria, administration and marking of language tests for accreditation of the levels set by the CEFR.

On 2 July 2011, the rectors of the Andalusian universities signed an agreement with the aim of establishing a framework of collaboration for the certification of foreign languages in the language centres of Andalusian universities. Common basic rules have been established for the accreditation of foreign languages to be followed by each of the signatory universities included in the "Procedure for the accreditation of foreign language proficiency in Andalusian universities". This agreement stipulates that the Andalusian universities will adapt the accreditation procedures established in their universities within a maximum period of six months from the signing of the agreement.

Once the accreditation procedures for foreign language proficiency have been implemented in the universities, each university will apply to the Andalusian Knowledge Agency (AAC) for the certification of this procedure.



This document shows the steps to be followed for the certification of foreign language proficiency accreditation procedures implemented by universities. Universities that certify their procedure must undergo annual monitoring and apply for renewal of certification four years after obtaining it.



## 2. CERTIFICATION PROCEDURE

The certification procedure carried out by the AAC will follow the criteria and considerations established in the "Procedure for the accreditation of foreign language proficiency in Andalusian universities" developed by all Andalusian universities and following the guidelines of the Common European Framework of Reference for Languages (CEFR). The university shall submit a report on the procedure implemented and an analysis of the results after at least one implementation cycle. Once the report has been reviewed by the Guidelines for the certification of the Accreditation procedure for foreign language

Certification Committee, the university will receive a visit from this external committee, which will assess whether the procedure implemented by the university complies with the "Procedure for the accreditation of foreign language proficiency in Andalusian universities". If the committee's report is favourable, the AAC **will certify the procedure**, which will be valid for a maximum of 4 years, although it will be compulsory to send a **follow-up self-report** every year. After 4 years of certification, the university must apply to the ACC for **renewal of certification**.

## 2.1. CERTIFICATION

The AAC will publish on its website the **call for applications** for the "Certification of the procedure for the accreditation of foreign language proficiency in Andalusian universities" and will appoint a Certification Committee with the profiles and functions specified in section 3 of this document. The university must have completed at least **one cycle of implementation of the procedure** in order to be eligible to apply. An implementation cycle is understood to be the process that begins with the publication of the examination announcement and ends with the issuing of diplomas.

Each university must **submit a report** outlining the procedure followed and the results obtained in accordance with the reference framework. The application and the report shall be sent to the ACC in the terms established in the call for applications and in accordance with the format set out in Annex 1: Application and Annex 2: Report structure.

The ACC will appoint the Certification Committee which **will evaluate the report** submitted using the Evaluation Protocol set out in Annex 3 of this document and prepare a **programme of activities** to be carried out during the visit. The programme will be sent to the university representative who will be asked to prepare the location for the evaluation team, the relevant documentation and the necessary interviews.

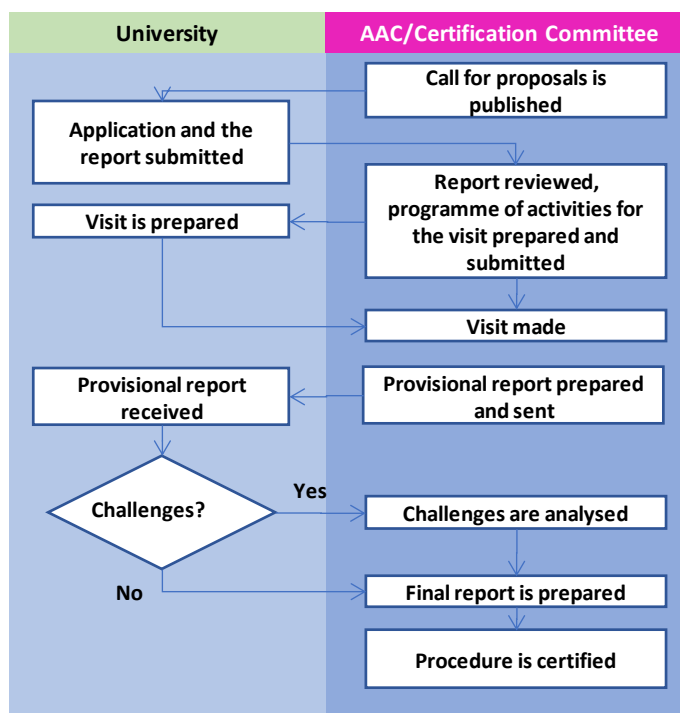
After the visit, the evaluators will have one month to draw up an **provisional evaluation report**. Once this report has been drawn up, it will be sent to the university, and a period of 20 calendar days will be allowed from the date of receipt of the report. The Certification Committee will review the challenges and issue a final report in favourable or unfavourable terms.

In case of a favourable report, the ACC will take over the outcome and certify the procedure. The ACC shall issue a certificate specifying;

- The name of the university whose process has been certified,
- Reference to the model on which the accreditation process carried out by universities is based,
- The scope of certification,

- The date of entry into force and its expiry date.

In the event of an unfavourable report, the university may appeal to the Appeals Committee of the ACC. This committee is not exclusive to this procedure, as its function is to review all complaints arising as a result of the evaluation processes carried out by the ACC.



## 2.2. FOLLOW-UP

Once the "Procedure for the accreditation of foreign language proficiency in Andalusian universities" has been certified, the university must send the ACC an annual **follow-up self-report**. This self-report shall include the implementation of the certified procedure as well as the changes introduced by the university to the certified procedure.

The certification committee shall review the monitoring self-report and check that the implementation as well as the changes made to the procedure are in accordance with the requirements of the model.

This self-report should demonstrate the transparency of the process, the satisfaction of the actors involved, the usefulness of the results obtained and the communication of the impact achieved. In the event of changes to the design, they must be assessed by the



accreditation committee. Depending on the nature of the modifications, the committee will assess the need for an external visit.

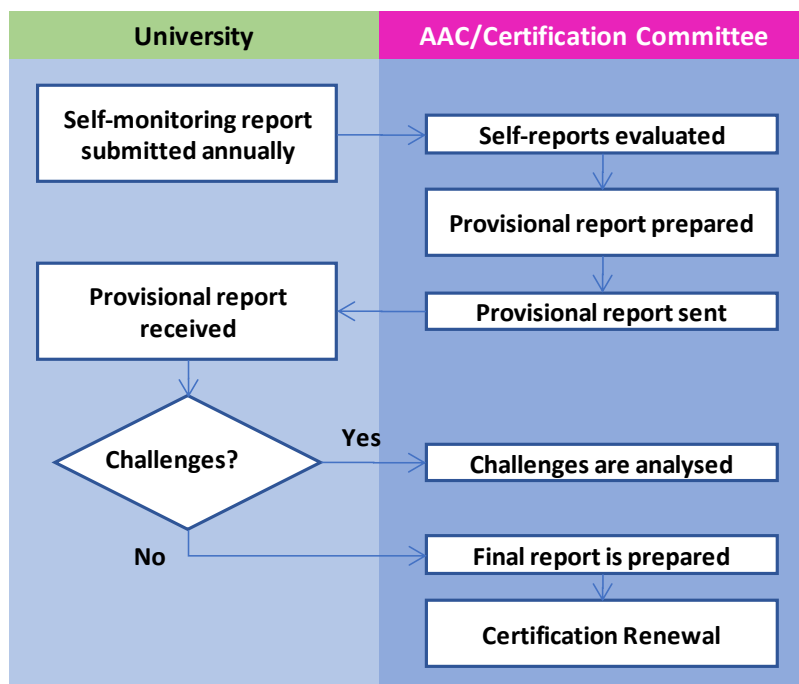
The Self-Monitoring Report should include reflections and provide evidence of:

- the transparency and sustainability of the process,
- the effectiveness of the process and its fit with the model,
- the satisfaction of the actors involved,
- the assessment of the results obtained in relation to the objectives,
- the review and improvement of the design as well as modifications made to the procedure.

### **2.3. CERTIFICATION RENEWAL**

The certificate is valid for 4 years, although it is compulsory to send the corresponding self-report every year. Four years after certification, the University must apply to the ACC for renewal of the certification.

The Agency shall make public on its website the procedure for the renewal of the certification.



Changes made by the university to the foreign language proficiency accreditation procedure that affect the scope of certification will require the university to apply for a new certification process.

### 3. CERTIFICATION COMMITTEE

The evaluation of the reports submitted by the universities, the visits and the review of the monitoring self-reports will be carried out by the Certification Committee. The ACC shall select and appoint the members of the Committee as well as the external experts deemed necessary to carry out the evaluation of the foreign language proficiency accreditation procedures implemented by the universities. All actions of the members of the committee shall be subject to the principles of the ACC Code of Ethics.

#### 3.1. COMPOSITION OF THE CERTIFICATION COMMITTEE

The Committee will be made up of evaluators with different profiles:

- a) President: an academic of recognised standing with expertise in issues related to the use and assessment of the Common European Framework of Reference for Languages (CEFR). They shall be responsible for assessing the certification report and the monitoring self-reports in accordance with the criteria set out

in this document, as well as for directing the work of the committee and coordinating the drafting of the certification reports.

- b) **Members:** two academics, one professional and one student. The academics and the professional should have a profile of subject matter experts in the use and assessment of the Common European Framework of Reference for Languages (CEFR). The student must have participated in a foreign language accreditation procedure. The role of the members will be to evaluate the certification report and the self-reports according to the criteria set out in this document.
- c) **Secretary:** a technician from the ACC. They shall be responsible for assisting the chairman in the preparation and drafting of the reports, based on the criteria set out in this document.

The appointment of the members of the Committee shall be for a period of one year and may be renewable for more than one term. The composition of the committee will be made public on the ACC website. The number of members of the committee may vary according to the number of applications received for each call.

### **3.2. FUNCTIONS OF THE CERTIFICATION COMMITTEE**

The role of the Certification Committee will be to evaluate and issue a report proposing the certification or non-certification of the foreign language accreditation procedures implemented by the universities, as well as to evaluate the monitoring self-reports. The members of this Committee shall attend a training session on issues related to the certification procedure and its monitoring.

In both the certification and renewal process, the Committee will be responsible for:

1. The individual evaluation of the reports submitted by the universities in accordance with the "Evaluation Protocol" established in this document (see Annex 3).
2. The visits to the applicant universities, so that it can review the documentary evidence and hold a series of hearings with the different parties involved in the process (institutional heads, teaching staff, administrative and service staff and students involved).
3. The drafting of the interim reports, based on the documentation submitted by the university and on the visit carried out.
4. The review of the challenges to the Interim Reports.

5. The issuing of final reports.

In the monitoring process the Committee will address:

1. The individual assessment of self-monitoring reports in accordance with the certification requirements specified in section 4 of this document.
2. The preparation of provisional reports.
3. The review of the provisional reports.
4. The issuing of final reports.

The results of the reports will be reviewed by the Technical Committee for Evaluation and Accreditation of the ACC, which will submit the proposal to the Directorate for Evaluation and Accreditation.

#### 4. CERTIFICATION REQUIREMENTS

##### 1. Analysis of the process

- **Transparency** of the process. **Universities shall make public on their website** all information on the procedure followed for the foreign language proficiency examination; characteristics of the model, administration of the examinations, contents, structure and evaluation criteria of the examinations, certificates and suitability of the examiners.
- **Sustainability**. Consideration should be given to whether the periodicity and coverage of the evaluation is sustainable, taking into account the characteristics of the model and the resources available to achieve the objectives.

##### 2. Analysis of the model

- The university should analyse the effectiveness of the model in place, as well as its fit with the reference model.

##### 3. Analysis of the results

- **Satisfaction** of the agents involved. It is necessary to collect the evaluations of the agents involved in the process about the model, the evaluation process and the certificates received.

- **Assessment** of the **results** obtained according to the objectives. It is necessary to reflect on the results obtained, analysing whether the objectives have been met and whether these objectives are still relevant.

#### **4. Review and improvement of the procedure.**

- **Decisions taken and actions for improvement.** Improvements should be identified, prioritised, planned and implemented after analysis of the results obtained.
- **Modifications.** The university shall specify the modifications made to the model. Changes made by the university to the certified model will be reviewed to check that these changes do not alter the general guidelines of the model.



## ANEXO 1: Accreditation procedure for foreign language proficiency certification at Andalusian universities

### Applicant University:

▼ Head of the University

Name	First surname	Second surname
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address		
<input type="text"/>		
Postcode	Municipality	Province
<input type="text"/>	<input type="text"/>	<input type="text"/>
Email	Fax	Mobile
<input type="text"/>	<input type="text"/>	<input type="text"/>
Position		
<input type="text"/>		

### Applicant centre:

▼ Head of the Centre. For communication purposes, notifications shall be sent to this address.

Name	First surname	Second surname
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address		
<input type="text"/>		
Postcode	Municipality	Province
<input type="text"/>	<input type="text"/>	<input type="text"/>
Email	Fax	Mobile
<input type="text"/>	<input type="text"/>	<input type="text"/>
Cargo		
<input type="text"/>		

### Scope of certification:

▼ Languages and levels accredited, (MCRE levels (A1-C2)).

Language	Level
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



**Documentation provided**

☐ Report on the procedure followed and the results obtained in accordance with the reference framework "Procedure for the accreditation of foreign language proficiency in Andalusian universities"

In \_\_\_\_\_ on \_\_\_\_\_ of \_\_\_\_\_, 2012.  
The representative of the university

Signed:  
Position:

Applicants must send the application and the report in digital format.

**Director of the Directorate of Evaluation and Accreditation of the Andalusian Knowledge Agency.**

Avda. Al Nasir nº 3, 14006 Córdoba



## **ANEXO 2. STRUCTURE OF THE REPORT**

The university must submit a report describing the procedure followed in accordance with the reference framework "Procedure for accreditation of foreign language proficiency in Andalusian universities". The report should cover the following aspects:

### **1) AIM AND GENERAL CHARACTERISTICS**

- a) A brief description of the general characteristics of the procedure that the university wants to certify must be given. The university must prove that it accredits its knowledge of foreign languages by means of a proficiency test according to the guidelines of the Common European Framework of Reference for Languages (CEFR) and that this proficiency test is independent of the training process.
- b) The scope and planning of the model must be defined, specifying the languages it accredits, the levels of the CEFR (A1-C2) in which it does so, the number of examination periods, the number of students enrolled and passed per examination, as well as the number of passes per skill. It must be justified that the accreditation targets are sustainable, taking into account the characteristics of the model and the resources available.

### **2) CHARACTERISTICS OF THE PROFICIENCY TEST: CONTENTS, STRUCTURE AND EVALUATION CRITERIA OF THE EXAMINATIONS**

- a) A description of the characteristics of the proficiency test should be provided, detailing the content, structure and assessment criteria that should conform to the model. Examination specifications must be provided detailing the following aspects:
  - i) The contents of the examination and the assessment criteria.
  - ii) Skills to be assessed.
  - iii) Scoring criteria for each of the skills in order to consider the level examined as accredited.
  - iv) Type of examination tasks and characteristics of textual materials used.
  - v) Support for carrying out the examination.
  - vi) Number of examiners conducting written and oral examinations.

- b) Results on the internal reliability of the test should be provided.

### 3) ADMINISTRATION OF EXAMINATIONS

- a) A description of the enrolment procedure should be provided.
- b) It should describe how it is ensured that the examination is correctly carried out to guarantee objectivity and equal opportunities.
- c) Describe how examinations are carried out for people with special needs, referring to compliance with Royal Decree 1791/2010 of 30 December (University Student Statute).
- d) Describe how it is ensured that the relevant web page is updated and that the following information is made public:
  - i) Examination periods, languages and levels to be examined.
  - ii) Examination content, structure and marking criteria.
  - iii) Procedure for the review of the examination.
  - iv) Characteristics of the certificate.
  - v) Suitability of examiners.
- e) The description of oral examinations should specify the procedure followed for the recording and subsequent use of such recordings.

### 4) EXAMINATION REVIEW PROCEDURE

- a) A description of the mastery review procedure should be provided, detailing the following aspects:
  - i) That the procedure is in accordance with university regulations.
  - ii) The right of the student body to carry out the review.
  - iii) The procedure for requesting a review.
  - iv) The reviewers conducting the review.

- v) The availability of examinations.
- vi) The publication of test results.

## 5) CERTIFICATES

- a) A description of the procedure followed for issuing certificates should be provided, specifying the issuing body and the content of the certificate.
- b) The procedure followed to recognise other second language proficiency certificates for the accreditation of CEFR levels should be described and that this procedure is in line with the reference model.

## 6) SUITABILITY OF EXAMINERS

- a) Information on the availability and staffing needs for conducting proficiency tests and for the development and correction of proficiency tests should be included.
- b) Information should be provided on the training of the staff involved in the proficiency review (both author and corrector). If this requirement is not met, the university must provide an action plan that will be reviewed in the evaluation of the first self-monitoring report.
- c) Specific information should be provided on the training of staff responsible for the development and correction of proficiency tests. If this requirement is not met, the university must provide an action plan which will be reviewed in the evaluation of the first self-monitoring report.

## 7) REVIEW, IMPROVEMENT AND THOSE RESPONSIBLE FOR THE PROCEDURE.

- a) The body, unit or persons responsible for planning and reviewing the foreign language proficiency testing procedure should be detailed . The structure and composition of the committee, as well as its rules of procedure or rules of operation must be detailed.
- b) The procedure to be followed for review and improvement should be described, specifying how the results will be assessed and how decisions and improvement actions will be taken to achieve the aims. This procedure should establish who, how and when they will carry out the activities related to the review and improvement of

each of the milestones of the process: examination design, administration and review, issuance of qualifications and suitability of examiners.

- c) The procedure for collecting, processing and analysing suggestions or complaints received should be described. The intended method of collection, frequency of collection and other relevant technical aspects are recommended.
- d) It must be guaranteed that the satisfaction of the different groups involved in the degree (students, academic staff, administration and services staff and external agents) can be measured and analysed. A description should be given of how the analysis of the satisfaction of the different groups involved in the degree will be carried out, as well as the planned method of collection, the frequency with which it will be carried out and other relevant aspects.
- e) Transparency of the process must be ensured. Universities must make public on their website all information on the procedure followed for the second language examination: characteristics of the model, administration of the examinations, contents, structure and evaluation criteria of the examinations, certificates and suitability of the examiners. It should be specified how the updating of information is ensured.

### Annex 3: Evaluation protocols.

The evaluators' assessment of each of the following aspects will be based on the reference document "Procedure for accreditation of foreign language proficiency in Andalusian universities".

The evaluation protocol is divided into 7 criteria, each with different questions to be assessed. The rating scale is: **satisfactory**, **needs improvement**, **unsatisfactory** and **no information provided**.

Once each criterion has been assessed, there are two sections to collect information to prepare for the external visit. The documentation to be reviewed during the visit should be collected, and the questions to be asked at the different hearings should be noted down.

The last section of each criterion is an overall assessment of the criterion, where it should be noted and justified whether or not the procedure presented by the university meets or does not meet the necessary requirements for certification.

#### Standard 1. Contextual characteristics of the model

##### 1.1. The proficiency test is independent of the training.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

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##### 1.2. The accreditation aims are sustainable, taking into account the characteristics of the model and the resources available.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

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##### 1.3. List of documentation to be reviewed during the visit.

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##### 1.4. Questions to ask the different audiences.

Questions	Audience
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- 1.5. Assessment of the criterion: Complies ☐ Does not comply ☐  
Basis.

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## Standard 2. Characteristics of the proficiency test: contents, structure and evaluation criteria of the tests

- 2.1. The contents of the examination should be a sample which sufficiently reproduces what is set out in the CEFR (see Annex 4).

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

--

- 2.2. All four skills (speaking, writing, listening, reading and writing) are tested.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

--

- 2.3. Speaking skills take into account oral presentation and interaction.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

--

- 2.4. To be considered accredited for the level examined, a result equal to or higher than 50% of the possible score must be obtained in each and every one of the skills.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

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- 2.5. All test tasks, with the possible exception of the language use tasks, are close to real-world tasks and are appropriate to the level tested.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 2.6. Textual materials are authentic (samples of the real language which have not been produced especially for language teaching), as far as possible. The university complies with the provisions of Law 23/2006 of 7 July on Intellectual Property.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 2.7. No published examination materials or exercises are used.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 2.8. The speaking test is face-to-face.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 2.9. The written and oral exams are assessed by two examiners. Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 2.10. The internal reliability of the examination is guaranteed.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

2.11. List of documentation to be reviewed during the visit.

2.12. Questions to ask the different audiences.

Questions	Audience

2.13. Assessment of the criterion: Complies ☐ Does not comply ☐

Basis.

### Standard 3. Administration of examinations

3.1. Candidates enrol according to the procedure established by the university.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

3.2. The university is responsible for the proper conduct of its examinations and guarantees objectivity and equal opportunities in the examinations.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

3.3. Examinations are adapted for people with special needs, respecting at all times Royal Decree 1791/2010, of 30 December (University Student Statute).

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐



Remarks:

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3.4. The following information is published and updated on the university's website:

- Examination periods, languages and levels to be examined.
- Examination content, structure and marking criteria.
- Examination review procedures.
- Characteristics of the certificate.
- Suitability of examiners.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No  
information provided ☐

Remarks:

--

3.5. The speaking test is recorded and there is a protocol for its use.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information  
provided ☐

Remarks:

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3.6. List of documentation to be reviewed during the visit.

--

3.7. Questions to ask the different audiences.

Questions	Audience

3.8. Assessment of the criterion: Complies ☐ Does not comply ☐  
Basis.

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#### Standard 4. Examination review procedure

4.1. The examination review process is public and in accordance with university regulations.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐

Remarks:

4.2. The right of students to review their examination is guaranteed.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

4.3. The request for review of the examination is made in writing on the dates specified by the university and within 10 days of the publication of the results.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

4.4. The review is carried out by two examiners different from those who performed the first marking of the examination.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

4.5. The examinations remain at the disposal of the institution

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

4.6. The results of the exams have been published by the deadline set by the university.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

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4.7. List of documentation to be reviewed during the visit.

--

4.8. Questions to ask the different audiences.

Questions	Audience

4.9. Assessment of the criterion: Complies ☐ Does not comply ☐  
Basis.

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## Standard 5. Certificates

5.1. The certificates are issued according to the procedure established by the university.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

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5.2. Certificates are only issued if the level has been reached. Certificates include:

- i) The university where the examination was taken.
- ii) Date.
- iii) The tested language.
- iv) The level achieved in terms of CEFR.
- v) The breakdown by skill (speaking, writing, listening and reading) indicating the percentage obtained in each skill.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

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5.3. The procedures for issuing certificates comply with the Organic Law on Data Protection.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 5.4. The procedure followed for recognising other second language proficiency certificates for the accreditation of CEFR levels follows the reference model.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 5.5. List of documentation to be reviewed during the visit.

- 5.6. Questions to ask the different audiences.

Questions	Audience

- 5.7. Assessment of the criterion: Complies ☐ Does not comply ☐

Basis.

#### Standard 6. Suitability of examiners

- 6.1. The university, centre or unit responsible for language accreditation has staff to prepare, conduct and correct foreign language proficiency tests.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 6.2. The training of staff involved in the proficiency examination is in line with the basic requirements of the model. If this requirement is not met, the university must provide an action plan, the implementation of which will be reviewed in the first self-monitoring report.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 6.3. The specific training of staff responsible for the development and correction of proficiency tests conforms to the basic requirements of the model. If this requirement is not met, the university must provide an action plan, the implementation of which will be reviewed in the first self-monitoring report.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 6.4. List of documentation to be reviewed during the visit.

- 6.5. Questions to ask the different audiences

Questions	Audience

- 6.6. Assessment of the criterion: Complies ☐ Does not comply ☐

Justification

## Standard 7. Review, improvement and those responsible for the procedure.

- 7.1. The body, unit or persons responsible for planning and reviewing the foreign language proficiency examination procedure is specified. The composition and, where appropriate, the rules of procedure or rules of operation are detailed.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 7.2. The procedure to be followed for review and improvement is described, specifying how the results will be assessed and how decisions and improvement actions will be taken to achieve the objectives. This procedure sets out who, how and when they will carry out the activities related to the review and improvement of each of the milestones in the process: examination design, administration and review, issuing of qualifications and suitability of examiners.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 7.3. The procedure for collecting, processing and analysing suggestions or complaints received is described. The intended method of collection, frequency of collection and other relevant technical aspects are recommended.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 7.4. The procedure to analyse the satisfaction of the different groups involved in the degree (students, academic staff, administration and services staff and external agents) is described. A description is given of how the satisfaction analysis of the different groups involved in the degree will be carried out, as well as the planned method of collection, the frequency with which it will be carried out and other relevant aspects.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

- 7.5. Transparency of the process is guaranteed. The universities publish on their website all the information about the procedure followed for the foreign language examination: characteristics of the model, administration of the examinations, contents, structure and

evaluation criteria of the examinations, certificates and suitability of the examiners. How the updating of information is ensured is specified.

Satisfactory ☐ Needs improvement ☐ Unsatisfactory ☐ No information provided ☐

Remarks:

7.6. List of documentation to be reviewed during the visit.

7.7. Questions to ask the different audiences

Questions	Audience

7.8. Assessment of the Standard: Complies ☐ Does not comply ☐

Justification

#### Annex 4: Contents of the foreign language proficiency test.

The contents of the examination should be a sample which sufficiently reproduces what is set out in the CEFR.

- Table 1: Common Reference Levels: Global Scale
- Table 2: Oral expression in general
- Table 3: Written expression in general
- Table 4: Listening comprehension in general
- Table 5: Reading comprehension in general
- Table 6: Oral interaction in general
- Table 7: General language competence

TABLE 1. COMMON REFERENCE LEVELS: GLOBAL SCALE		
Proficient user	C2	<p>Can understand with ease virtually everything heard or read.</p> <p>Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</p> <p>Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of Proficient meaning even in more complex situations.</p>
	C1	<p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning.</p> <p>Can express him/herself fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and effectively for social, academic and professional purposes.</p> <p>Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p>
Independent user	B2	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a</p>



		viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.
	<b>B1</b>	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>Can produce simple connected text on topics which are familiar or of personal interest.</p> <p>Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
<b>Basic user</b>	<b>A2</b>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.</p>
	<b>A1</b>	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

**TABLE 2. OVERALL ORAL PRODUCTION**

<b>C2</b>	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
<b>C1</b>	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B2</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.

	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples..
<b>B1</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
<b>A2</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
<b>A1</b>	Can produce simple mainly isolated phrases about people and places.
<b>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE</b>	
<b>C2</b>	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
<b>C1</b>	Can give clear and detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B2</b>	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
<b>B1</b>	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.
<b>A2</b>	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes and dislikes about something.
	Can his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.
<b>A1</b>	Can describe him/herself, what he/she does and where he/she lives.
<b>SUSTAINED MONOLOGUE: PUTTING A CASE (e.g. in a debate)</b>	
<b>C2</b>	No descriptor available.
<b>C1</b>	No descriptor available.
<b>B2</b>	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some length with

	<p>subsidiary points and relevant examples.</p> <p>Can construct a chain of reasoned argument:</p> <p>Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
<b>B1</b>	<p>Can develop an argument well enough to be followed without difficulty most of the time.</p> <p>Can briefly give reasons and explanations for opinions, plans and actions</p>
<b>A2</b>	No descriptor available.
<b>A1</b>	No descriptor available.
<b>PUBLIC ANNOUNCEMENTS</b>	
Note: the descriptors of this subscale have not been empirically tested	
<b>C2</b>	No descriptor available.
<b>C1</b>	Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.
<b>B2</b>	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener
<b>B1</b>	1 Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
<b>A2</b>	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.
<b>A1</b>	No descriptor available.
<b>ADDRESSING AUDIENCES</b>	
Note: the descriptors of this subscale have been created by combining items from descriptors of other scales	
<b>C2</b>	<p>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs</p> <p>Can handle difficult and even hostile questioning.</p>
<b>C1</b>	<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>
<b>B2</b>	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p> <p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>
<b>B1</b>	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are

	explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.
<b>A2</b>	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions. Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.
<b>A1</b>	Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.

TABLE 3: OVERALL WRITTEN PRODUCTION	
Note: The descriptors of this scale and the two subscales that follow (creative writing; reports and essays) have not been empirically tested with the measurement model. Therefore, the descriptors of these three scales have been created by combining elements of descriptors from other scales	
<b>C2</b>	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
<b>C1</b>	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
<b>B2</b>	Can write clear, detailed texts on a variety of subjects related to his/her field, synthesising and evaluating information and arguments from various sources.
<b>B1</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
<b>A2</b>	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
<b>A1</b>	Can write simple isolated phrases and sentences.
CREATIVE WRITING	
<b>C2</b>	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
<b>C1</b>	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
<b>B2</b>	Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.
<b>B1</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest Can write accounts of experiences describing feelings and reactions in simple, structured texts.

	Can write a description of an event, a recent trip – real or imagined. Can narrate a story.
<b>A2</b>	Can write about everyday aspects of his/her environment in linked sentences, e.g. people, places, a study or work experience. Can write very short and basic descriptions of events, past activities and personal experiences. Can write a series of simple phrases and sentences about his/her family, living conditions, studies, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
<b>A1</b>	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
<b>REPORTS AND ESSAYS</b>	
<b>C2</b>	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.
<b>C1</b>	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
<b>B2</b>	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.
<b>B1</b>	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
<b>A2</b>	No descriptor available.
<b>A1</b>	No descriptor available.
<b>PLANNING</b>	
<b>C2</b>	As B2.
<b>C1</b>	As B2.
<b>B2</b>	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.
<b>B1</b>	Can rehearse and try out new combinations and expressions, inviting feedback. 1 Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.

<b>A2</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.
<b>A1</b>	No descriptor available.
<b>COMPENSATING</b>	
<b>C2</b>	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.
<b>C1</b>	As B2.
<b>B2</b>	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
<b>B1</b>	Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).
	Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.
	Can foreignise a mother tongue word and ask for confirmation.
<b>A2</b>	Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say
	Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').
<b>A1</b>	No descriptor available.
<b>MONITORING AND REPAIR</b>	
<b>C2</b>	Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
<b>C1</b>	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.
<b>B2</b>	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.
	Can make a note of 'favourite mistakes' and consciously monitor speech for it/them.
<b>B1</b>	Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem.
	Can ask for confirmation that a form used is correct.
	Can start again using a different tactic when communication breaks down.
<b>A2</b>	No descriptor available.
<b>A1</b>	No descriptor available.

<b>TABLE 4: OVERALL LISTENING COMPREHENSION</b>	
<b>C2</b>	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed
<b>C1</b>	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
<b>B2</b>	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers
<b>B1</b>	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives
<b>A2</b>	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
<b>A1</b>	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can easily follow complex conversations between third parties in group discussions, even on abstract, complex and unfamiliar topics.
<b>B2</b>	Can keep up with an animated conversation between native speakers 2 Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way
<b>B1</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
<b>A2</b>	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.
<b>A1</b>	No descriptor available.
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	
<b>C2</b>	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
<b>C1</b>	Can follow most lectures, discussions and debates with relative ease.

<b>B2</b>	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
<b>B1</b>	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
<b>A2</b>	No descriptor available.
<b>A1</b>	No descriptor available.
<b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
<b>B2</b>	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.
<b>B1</b>	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions
<b>A2</b>	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport
<b>A1</b>	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	
<b>C2</b>	As C1.
<b>C1</b>	Understands a wide range of recorded and broadcast material, including some unusual usage, and identifies details and subtleties such as implicit attitudes and relationships between speakers.
<b>B2</b>	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
<b>B1</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
<b>A2</b>	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
<b>A1</b>	No descriptor available.



TABLE 5: OVERALL READING COMPREHENSION	
<b>C2</b>	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
<b>C1</b>	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
<b>B2</b>	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
<b>B1</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
<b>A2</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
	Can understand short, simple texts containing very familiar vocabulary, including a large proportion of internationally shared vocabulary terms.
<b>A1</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
READING CORRESPONDENCE	
<b>C2</b>	As in C1.
<b>C1</b>	Can understand any correspondence given the occasional use of a dictionary.
<b>B2</b>	Can read correspondence related to his/her field of interest and easily grasp the essential meaning.
<b>B1</b>	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
<b>A2</b>	Can understand basic types of commonly used letters and faxes (forms, orders, confirmation letters, etc.) on everyday subjects.
	Can understand short, simple personal letters.
<b>A1</b>	Can understand short, simple messages on postcards.
READING FOR ORIENTATION	
<b>C2</b>	As B2.
<b>C1</b>	As B2.
<b>B2</b>	Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
<b>B1</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
<b>A2</b>	Can find specific, predictable information in simple everyday material such as advertisements,

	prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman) Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
<b>A1</b>	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.
<b>READING FOR INFORMATION AND ARGUMENT</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
<b>B2</b>	Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
<b>B1</b>	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognise significant points in straightforward newspaper articles on familiar subjects.
<b>A2</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
<b>A1</b>	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
<b>READING INSTRUCTIONS</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.
<b>B2</b>	Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.
<b>B1</b>	Can understand clearly written, straightforward instructions for a piece of equipment.
<b>A2</b>	Can understand regulations, for example safety, when expressed in simple language Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
<b>A1</b>	Can follow short, simple written directions (e.g. to go from X to Y)
<b>WATCHING TV AND FILM</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can follow films employing a considerable degree of slang and idiomatic usage.

<b>B2</b>	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.
<b>B1</b>	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
<b>A2</b>	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow changes of topic of factual TV news items, and form an idea of the main content.
<b>A1</b>	No descriptor available.

**TABLE 6: OVERALL SPOKEN INTERACTION**

<b>C2</b>	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
<b>C1</b>	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>B2</b>	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
<b>B1</b>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.

	<p>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.</p> <p>Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>
A2	<p>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>
	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</p>
A1	<p>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p>
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	
C2	Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.
C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar
B2	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.
B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
A2	<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time</p>
	Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.
A1	<p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>
<b>CONVERSATION</b>	
C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

<b>B2</b>	<p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>
<b>B1</b>	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
<b>A2</b>	<p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how he/she feels in simple terms, and express thanks.</p>
<b>A1</b>	<p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can say what he/she likes and dislikes.</p>
<b>A1</b>	<p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker</p>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
<b>B2</b>	<p>Can keep up with an animated discussion between native speakers.</p> <p>Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.</p>
<b>B2</b>	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>
<b>B1</b>	<p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films.</p>

	<p>Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.</p>
	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>
<b>A2</b>	<p>Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree or disagree with others.</p>
	<p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p>
<b>A1</b>	No descriptor available.
<b>FORMAL DISCUSSIONS AND MEETINGS</b>	
Note: the descriptors of this subscale have not been empirically calibrated with the measurement model	
<b>C2</b>	Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers
<b>C1</b>	<p>Can easily keep up with the debate, even on abstract, complex unfamiliar topics.</p> <p>Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</p>
<b>B2</b>	<p>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p>
	<p>Can participate actively in routine and non-routine formal discussion.</p> <p>Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.</p> <p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p>
<b>B1</b>	<p>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly</p> <p>Can put over a point of view clearly, but has difficulty engaging in debate.</p> <p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>
<b>A2</b>	Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.

	Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.
	Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.
<b>A1</b>	No descriptor available.
<b>GOAL-ORIENTED CO-OPERATION</b> (e.g. Repairing a car, discussing a document, organising an event)	
<b>C2</b>	As B2.
<b>C1</b>	As B2.
<b>B2</b>	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
<b>B1</b>	Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.
	Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.
<b>A2</b>	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.
	Can indicate when he/she is following and can be made to understand what is necessary if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.
<b>A1</b>	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.
<b>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</b>	
<b>C2</b>	As B2.
<b>C1</b>	As B2.
<b>B2</b>	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.



	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.
<b>B1</b>	Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint. Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.
<b>A2</b>	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature. Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.
<b>A1</b>	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.
<b>INFORMATION EXCHANGE</b>	
<b>C2</b>	As B2.
<b>C1</b>	As B2.
<b>B2</b>	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.
<b>B1</b>	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can describe how to do something, giving detailed instructions. Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information.
<b>A2</b>	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere. Can communicate in simple and routine tasks requiring a simple and direct exchange of information.



	<p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>
<b>A1</b>	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p>
<b>INTERVIEWING AND BEING INTERVIEWED</b>	
<b>C2</b>	Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.
<b>C1</b>	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
<b>B2</b>	<p>Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies</p> <p>Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</p>
<b>B1</b>	<p>Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision</p> <p>Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p> <p>Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.</p> <p>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p>
<b>A2</b>	<p>Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p> <p>Can answer simple questions and respond to simple statements in an interview</p>
<b>A1</b>	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct nonidiomatic speech about personal details.
<b>OVERALL WRITTEN INTERACTION</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
<b>B2</b>	Can express news and views effectively in writing, and relate to those of others.
<b>B1</b>	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision

	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
<b>A2</b>	Can write short, simple formulaic notes relating to matters in areas of immediate need.
<b>A1</b>	Can ask for or pass on personal details in written form.
<b>CORRESPONDENCE</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.
<b>B2</b>	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.
<b>B1</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as B1 music, films.
	Can write personal letters describing experiences, feelings and events in some detail.
<b>A2</b>	Can write very simple personal letters expressing thanks and apology.
<b>A1</b>	Can write a short simple postcard.
<b>NOTES, MESSAGES AND FORMS</b>	
<b>C2</b>	As B1.
<b>C1</b>	As B1.
<b>B2</b>	As B1.
<b>B1</b>	Can take messages communicating enquiries, explaining problems.
	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.
<b>A2</b>	Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of immediate need.
<b>A1</b>	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.
<b>TAKING THE FLOOR (TURN TAKING)</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
<b>B2</b>	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.
<b>B1</b>	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.

	Can initiate, maintain and end simple face-to-face conversations on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and end simple face-to-face conversations.
	Can ask for attention.
A1	No descriptor available.
<b>CO-OPERATING</b>	
C2	As C1.
C1	Can relate own contribution skilfully to those of other speakers.
B2	Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can give feedback on and follow up statements and inferences and so help the development of the discussion.
B1	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
A2	Can indicate when he/she is following.
A1	No descriptor available.
<b>ASKING FOR CLARIFICATION</b>	
C2	As B2.
C1	As B2.
B2	Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
B1	Can ask someone to clarify or elaborate what they have just said
A2	Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can say he/she didn't follow.
A1	No descriptor available.
<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	
C2	Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.
C1	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.
B2	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words

	themselves and therefore to miss some information.
<b>B1</b>	Can take notes during a lecture which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well-structured.
	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
<b>A2</b>	No descriptor available.
<b>A1</b>	No descriptor available.
<b>PROCESSING TEXT</b>	
<b>C2</b>	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
<b>C1</b>	Can summarise long, demanding texts.
<b>B2</b>	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. Can summarise the plot and sequence of events in a film or play.
	Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.
	Can summarise the plot and sequence of events in a film or play.
<b>B1</b>	Can collate short pieces of information from several sources and summarise them for somebody else.
	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.
<b>A2</b>	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.
	Can copy out short texts in printed or clearly handwritten format.
<b>A1</b>	Can copy out single words and short texts presented in standard printed format

<b>Table 7: GENERAL LINGUISTIC RANGE</b>	
<b>C2</b>	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity No signs of having to restrict what he/she wants to say.
<b>C1</b>	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say
<b>B2</b>	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.
	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

<b>B1</b>	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
<b>A2</b>	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.
	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.
	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
<b>A1</b>	Has a very basic range of simple expressions about personal details and needs of a concrete type.
<b>VOCABULARY RANGE</b>	
<b>C2</b>	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
<b>C1</b>	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. Good command of idiomatic and colloquial expressions.
<b>B2</b>	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
<b>B1</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
<b>A2</b>	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
<b>A1</b>	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
<b>VOCABULARY CONTROL</b>	
<b>C2</b>	Consistently correct and appropriate use of vocabulary.
<b>C1</b>	Occasional minor slips, but no significant vocabulary errors.
<b>B2</b>	His/her lexical accuracy is generally high, even if there is some confusion or incorrect word choice, without hindering communication.
<b>B1</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more

	complex thoughts or handling unfamiliar topics and situations.
<b>A2</b>	Can control a narrow repertoire dealing with concrete everyday needs.
<b>A1</b>	No descriptor available.
<b>GRAMMATICAL ACCURACY</b>	
<b>C2</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
<b>C1</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
<b>B2</b>	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
<b>B1</b>	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations
<b>A2</b>	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
<b>A1</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
<b>PHONOLOGICAL CONTROL</b>	
<b>C2</b>	As C1.
<b>C1</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
<b>B2</b>	Has acquired a clear, natural, pronunciation and intonation.
<b>B1</b>	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
<b>A2</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
<b>A1</b>	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.
<b>ORTHOGRAPHIC CONTROL</b>	
<b>C2</b>	Writing is orthographically free of error.
<b>C1</b>	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.
<b>B2</b>	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
<b>B1</b>	B1 Can produce continuous writing which is generally intelligible throughout.

	Spelling, punctuation and layout are accurate enough to be followed most of the time.
A2	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.
A1	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	
C2	Has a good command of idiomatic and colloquial expressions and appreciates connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.
B1	Can perform a wide range of linguistic functions using the most common exponents of these functions in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.
A2	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	
C2	Has a good command of idiomatic and colloquial expressions and appreciates connotative levels of meaning.

	<p>Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.</p> <p>Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.</p>
<b>C1</b>	<p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>
<b>B2</b>	<p>Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can express him or herself appropriately in situations and avoid crass errors of formulation.</p>
<b>B1</b>	<p>Can perform a wide range of linguistic functions using the most common exponents of these functions in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</p>
<b>A2</b>	<p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p> <p>Can socialise simply but effectively using the simplest common expressions and following basic routines.</p> <p>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.</p>
<b>A1</b>	<p>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</p>
<b>TURNTAKING</b>	
<b>C2</b>	<p>As C1.</p>
<b>C1</b>	<p>Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.</p>
<b>B2</b>	<p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>Can initiate, maintain and end discourse appropriately with effective turntaking.</p> <p>Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</p> <p>Can use stock phrases. (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.</p>
<b>B1</b>	<p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p> <p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</p>



<b>A2</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
<b>A1</b>	No descriptor available.
<b>THEMATIC DEVELOPMENT</b>	
<b>C2</b>	As in C1.
<b>C1</b>	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B2</b>	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.
<b>B1</b>	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
<b>A2</b>	Can tell a story or describe something in a simple list of points.
<b>A1</b>	No descriptor available.
<b>COHERENCE AND COHESION</b>	
<b>C2</b>	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
<b>C1</b>	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>B2</b>	Can use a variety of linking words efficiently to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
<b>B1</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2</b>	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words with simple connectors like 'and', 'but' and 'because'.
<b>A1</b>	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
<b>SPOKEN FLUENCY</b>	
<b>C2</b>	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation. Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>C1</b>	Can express him/herself fluently and spontaneously, almost effortlessly. Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
<b>B2</b>	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses Can interact with a degree of fluency and spontaneity that makes regular interaction with native

	speakers quite possible without imposing strain on either party. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
<b>B1</b>	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
<b>A2</b>	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
<b>PROPOSITIONAL PRECISION</b>	
<b>C2</b>	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
<b>C1</b>	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.
<b>B2</b>	Can pass on detailed information reliably.
<b>B1</b>	Can explain the main points in an idea or problem with reasonable precision. Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.
<b>A2</b>	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
<b>A1</b>	No descriptor available.

