**FOREIGN LANGUAGE COMPETENCE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of the applicant: | | | | | |
| Language to be assessed: | | | | | |
| The level of language proficiency of the applicants corresponds to the CEFR level  \*Annex 1 | | | | | |
| Listening | Reading | Spoken interaction | | Spoken production | Writing |
|  |  |  | |  |  |
| Information on the language teacher | | | | | |
| Name: | | | Contact (phone & email): | | |
| **Teacher’s declaration:** By signing this document I declare I am a qualified language teacher of the language in question, and that I have first-hand experience on the language skills of the applicant. This evaluation is my professional opinion on the applicant’s language skills  Teacher’s signature: Date: | | | | | |

Annex 1.

Common European Framework of Reference for Languages - Self-assessment grid





|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | A1  Basic User | A2  Basic User | B1  Independent user | B2  Independent user | C1  Proficient user | C2  Proficient user |
| Understanding | Listening | I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes  on current affairs or topics of personal or professional interest when the delivery is  relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live  or broadcast, even when delivered at fast native speed, provided I have some  time to get familiar with the accent. |
| Reading | I can understand familiar names, words and very simple sentences, for  example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist  mainly of high frequency everyday or job- related language. I can understand the  description of events, feelings and  wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex  texts such as manuals, specialised articles and literary works. |
| Speaking | Spoken interaction | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do  have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| Spoken production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of  subjects related to my field of interest. I  can explain a viewpoint on a topical  issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| Writing | Writing | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or  report, passing on information or giving reasons in support of or against a  particular point of view. I can write  letters highlighting the personal significance of events and experiences. | I can express myself in clear, well- structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember  significant points. I can write summaries and reviews of professional or literary works. |

*Common European Framework of Reference for Languages (CEF): © Council of Europe*

© European Union and Council of Europe, 2004-2013 | <http://europass.cedefop.europa.eu> Page 1 / 1