

University of Jyväskylä Centre for Multilingual Academic Communication
General Proficiency Level Assessment Guidelines for screening applicants to programmes taught in English
(based on the Common European Framework of Reference for languages and departmental core skills analyses)
 (adapted from original by A. Károly, E. Kirk, M. Konttinen, L. Lahtela)

THE APPLICANT...

	Oral Interaction	Spoken production: Accuracy and content	Academic Reading	Academic Writing
A2	<p>...can only occasionally contribute appropriate responses with minimal fluency in an interactive interview situation.</p> <p>...can only cope with simple social encounters and routine-like conversation.</p> <p>...constantly/frequently asks for clarification in a simple manner before giving a response.</p> <p>...can do limited monitoring of his/her own speech, only notice simple mistakes and attempt to repair them.</p>	<p>...demonstrates frequent lexical, grammatical and pronunciation errors, which impede comprehension.</p> <p>... lacks vocabulary, mostly inappropriate style and register.</p> <p>...provides a minimal response but response lacks critical thinking and depth.</p>	<p>... struggles to understand and summarize the main idea of academic texts.</p> <p>...is unable to evaluate the relevance and reliability of either academic or popular texts.</p> <p>...lacks understanding of general terminology and key concepts in his/her academic field.</p> <p>...struggles to produce even limited answers to essay prompts, indicating an inability to use reading strategies.</p>	<p>... is unable to follow academic conventions used in research writing in his/her academic field, level of formality inappropriate; consistent plagiarism; no referencing.</p> <p>...produces an unclear text structure, lack of overall cohesion and coherence; frequent language errors which impede comprehension.</p> <p>...does not interpret or analyze sources, offers only superficial and subjective, and even irrelevant, insights in his/her writing.</p>
B1	<p>...can participate almost fluently and appropriately in an interactive interview situation; follows simplified lines of discussion...</p> <p>...can use limited strategies to formulate his/her responses (e.g. turn-taking, asking for clarification)...</p> <p>...can at times, with some hesitation, monitor his/her own speech, identify some common mistakes and repair them when needed...</p> <p>...related to academic and field specific themes.</p>	<p>... demonstrates several types of lexical, grammatical and pronunciation errors, which affect comprehension...</p> <p>... produces limited vocabulary, sometimes inappropriate style and register...</p> <p>...can contribute limited responses, demonstrating some critical thinking and argumentation skills...</p> <p>...related to academic and field specific themes.</p>	<p>... understands and can summarize the main idea of extensive academic texts.</p> <p>...produces limited evaluation of the relevance and reliability of both academic and popular texts.</p> <p>... understands general terminology and some key concepts in his/her academic field.</p> <p>...produces limited answers to essay prompts, indicating insufficient use of reading strategies.</p>	<p>... follows some academic conventions used in research writing in his/her academic field, level of formality is inconsistent.</p> <p>...produces a basic text structure; can struggle to write cohesively/coherently on complex subjects; several language errors, comprehension affected.</p> <p>...gives limited interpretation and analysis of sources, mostly superficial and subjective insights in own writing.</p>

				...shows some evidence of plagiarism in the text; general inconsistency in citation for in-text and final referencing of sources.
B2	<p>...can participate with sufficient fluency and appropriacy in an interactive interview situation...</p> <p>...can mostly follow clearly structured lines of discussion...</p> <p>...can use a range of strategies to formulate his/her responses (e.g. turn-taking, asking for clarification)...</p> <p>...can mostly monitor his/her own speech, identify most mistakes and repair them when needed...</p> <p>...related to academic and field specific themes.</p>	<p>... demonstrates some lexical, grammatical and pronunciation errors, which rarely impede comprehension...</p> <p>...produces a sufficient range of vocabulary, generally appropriate style and register...</p> <p>...can contribute responses with sufficient depth, demonstrating adequate critical thinking and argumentation skills...</p> <p>...related to academic and field specific themes.</p>	<p>...can generally understand and summarize extensive academic texts.</p> <p>...can, to an extent, critically evaluate the relevance and reliability of both academic and popular texts.</p> <p>...generally understands special terminology and key concepts in his/her academic field.</p> <p>...produces an adequate answer to essay prompts, mostly indicating appropriate use of reading strategies.</p>	<p>...mainly follows academic conventions; maintains some degree of formality used in research writing in his/her academic field.</p> <p>...for the most part writes cohesive, coherent and clearly structured texts on complex subjects.</p> <p>...produces some language errors, rarely impeding comprehension.</p> <p>...can sufficiently appropriately interpret and analyze sources, adding some own insights in his/her writing.</p> <p>...demonstrates some slight possible plagiarism through excessive use of quotation and/or instances of improperly paraphrased sections from original source; some inconsistency in citation for in-text and final referencing of sources.</p>
C1	<p>...can participate very fluently and appropriately in demanding interactive situations...</p> <p>...can easily follow more demanding threads of discussion...</p> <p>...masters a wide variety of strategies to formulate his/her responses (e.g. turn-taking, asking for clarification)...</p> <p>...can spontaneously and naturally monitor his/her own speech, easily identify most mistakes and repair them...</p> <p>...related to academic and field specific themes.</p>	<p>... demonstrates very few lexical, grammatical or pronunciation errors, which do not impede comprehension...</p> <p>...produces versatile vocabulary, highly appropriate style and register...</p> <p>...can contribute responses with considerable depth, demonstrating critical thinking and argumentation skills...</p> <p>...related to academic and field specific themes.</p>	<p>...can understand and summarize the details of even extensive academic texts.</p> <p>...can critically evaluate the relevance and reliability of both academic and popular texts.</p> <p>...understands, without effort, special terminology and key concepts in his/her academic field.</p> <p>...produces a complete answer to essay prompts, indicating appropriate use of reading strategies.</p>	<p>...consistently and responsibly follows academic conventions; maintains the degree of formality used in research writing in his/her academic field.</p> <p>...can write cohesive, coherent and clearly structured texts on complex subjects.</p> <p>...produces very few language errors, not impeding comprehension.</p> <p>...can interpret, synthesize and analyze sources in an appropriate way, incorporates reflexive use of own and outside voices in his/her writing.</p> <p>...produces no evidence of plagiarism; consistency in citation for in-text and final referencing of sources.</p>