



General Proficiency Level Assessment Guidelines for all languages taught at the academic level (including mother tongue)

(based on the Common European Framework of Reference for languages and departmental core skills analyses)

THE LANGUAGE LEARNER ...

	Spoken interaction	Spoken production	Reading	Writing	Communication strategies
A2	...can cope with simple social encounters and routine-like conversations.	...can describe his/her student career and career choice using basic terminology of his/her own field ...can ask for attention from listeners ...can formulate and use simple phrases and structures ...can pronounce so that s/he is usually understood, but at times must repeat in order for listener to understand	...can read very short or popularized texts in his/her own field in the target language and, using dictionaries and other kinds of reference materials, can identify some main points in the text.	...can write short and simple messages and very basic descriptions of e.g. personal experiences.	...can ask for his/her turn in a conversation ...can ask for clarification in a simple manner ...can indicate his/her understanding in a conversation.
B1	...can communicate and usually make him/herself understood in general, and in some specific situations related to his/her own field ...can participate, and even initiate, in familiar interaction situations	...can tell a story, e.g. the plot of a book or a film ...can give a short, prepared presentation on a topic of personal interest in his/her own field using basic field-specific terminology ...can pronounce so that it is usually understandable for others, although some	...can find and understand the basic main points in a selected text from his/her own academic field ...masters the basic core vocabulary of his/her own academic or professional field needed to fulfill a specific task.	...can produce simple, basically coherent and understandable texts in his/her own field and typical working life documents ...can write texts which are quite appropriate in content and use the general and field-specific	...can indicate through repetition that he/she has understood the discussion and can ask for clarification when needed ...can use compensation strategies and request repair for his/her vocabulary choice ...can follow a



	<p>...can follow a well-structured and signposted presentation ...can demonstrate understanding of simple culture-bound conversational communication rules</p>	<p>traces from other language pronunciations might interfere ...uses the basic structures of the language reasonably well, although there are still problems with the more formal register.</p>		<p>vocabulary needed to cope with the basic demands of his/her profession ...masters the basic structures of the language reasonably well.</p>	<p>conversation if not overly idiomatic in nature</p>
B2	<p>...can participate and communicate fluently and appropriately in even more demanding interactive situations related to study and working life ...shows the skill to react to what is required by the situation ...can follow extended, clearly structured talks and lines of argument ...attends to the most common norms of intercultural communication.</p>	<p>...can summarize in his/her own words the contents of news, interviews and other sources of information ...can explore topics related to his/her own academic field from different perspectives ...can give a carefully prepared presentation on an academic subject ...can demonstrate argumentation skills ...may be occasionally inaccurate in pronunciation and use of structures.</p>	<p>...understands and can summarize the main points of a text and read with relative ease texts from his/her own or related academic field ...can use appropriate reading strategies and techniques and make use of dictionaries and other assistive tools ... understands discipline-specific and cultural features of texts ...can differentiate between facts and opinions in a text.</p>	<p>...can produce with relative expertise various kinds of texts in his/her own field ...can produce a wide range of documents required by working life ...can write relatively fluent, well structured and critically substantiated texts, and use quite versatile vocabulary and reasonably accurate structures ...can use sources quite appropriately, including proper citation and referencing and avoidance of plagiarism, although some inconsistencies may still appear.</p>	<p>...knows how to play for time in order to keep his/her turn and to formulate his/her speech ...can monitor his/her own speech, identify the most common mistakes and repair them when needed ...can follow and use idiomatic expressions, very rarely impeding comprehension ...can differentiate varying levels of formality</p>
C1	<p>...can communicate fluently and accurately in various kinds of</p>	<p>...can give a well-structured presentation with fluent and versatile signposting</p>	<p>...can understand and summarize the details of even extensive scientific</p>	<p>...can follow the basic conventions and degrees of formality used in</p>	<p>...can use versatile, context-appropriate expressions to maintain</p>



	<p>demanding, field-specific situations ...initiates and participates in even demanding interactive contexts effectively ...can use field-specific and intercultural conventions and appropriate style ...can easily follow most lectures and discussions in his/her academic or professional field.</p>	<p>using the conventions of his/her field. ...when needed, can digress from a prepared presentation and answer audience questions spontaneously ...can develop an argument, outline and elaborate on complex topics in his/her field ...can summarize orally long and demanding written texts ...uses fluent and mainly accurate pronunciation, intonation and grammar structures</p>	<p>texts ...can read and search for information critically and evaluate the reliability of a wide range of texts. ...understands without effort research texts and special terminology in his/her academic field. ...can identify possible cultural elements also in research writing.</p>	<p>research writing in his/her academic field ...can write relatively fluent and clearly structured texts on complex subjects with very few language mistakes. ...can evaluate, use and interpret sources in an appropriate way, incorporate information in his/her own writing</p>	<p>and obtain a turn ...can integrate his/her turn in the discussions in the manner required by the situation ...can use circumlocutions for lexical items forgotten without the interlocutor paying attention to it.</p>
C2	<p>...can follow lectures and conversations in field-specific genres outside of his/her own field ...can produce clear, fluent, well-structured speech which accommodates the listener, leaving the listener the ability to recognize and remember the most important points of the conversation</p>	<p>...can conduct a well-structured, fluent, idiomatic and convincing presentation that takes the audience into consideration ...uses fluent and accurate pronunciation, intonation and grammar structures</p>	<p>...understands with ease various types of written texts across fields ...comprehends various language nuances</p>	<p>...masters the discourse conventions and style of the research writing in his/her academic field. ...can structure and focus his/her own writing into a logical and clear whole ...uses the language in a varied, fluent and accurate way resulting in a good flow.</p>	<p>...can use versatile, context-appropriate expressions to maintain and obtain a turn in challenging or even hostile situations ...can manage target language dialectical variances and nuances ...can take command of turn-taking situations</p>