



**To be completed by a professional language instructor or university staff**

**1. Please indicate your opinion on the applicant's present language ability in each of the following categories.**

<p><b>1. Oral Comprehension</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Uncomplicated sentences</p> <p><input type="checkbox"/> Understands simple conversations</p> <p><input type="checkbox"/> Understands conversations on simple Academic topics</p> <p><input type="checkbox"/> Understands sophisticated discussion of academic topics</p>	<p><b>2. Speaking Ability</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Able to complete structurally simple, short phrases</p> <p><input type="checkbox"/> Use basic grammatical structure, speaking with limited vocabulary</p> <p><input type="checkbox"/> Adequate to participate in conversational topics</p> <p><input type="checkbox"/> Can handle a wide range of conversational situations</p>
<p><b>3. Reading Ability</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Limited to simple vocabulary and sentence structure</p> <p><input type="checkbox"/> Understands conventional topics and non-technical subjects</p> <p><input type="checkbox"/> Understands materials which contain idioms and specialised terminology</p> <p><input type="checkbox"/> Understands sophisticated materials, including those in proposed field of study</p>	<p><b>4. Writing Ability</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Writes simple sentences on conventional topics, with some errors in spelling and structure</p> <p><input type="checkbox"/> Writes on academic topics with few errors in structure and spelling</p> <p><input type="checkbox"/> Writes with idiomatic ease of expression and feeling for the style of the language</p>

**3. Please add any additional comment relating to the applicant's linguistic ability.**

**4. Indication of the student's competency according to the [CEFR levels](#) (see last page)\* of language proficiency:**

- C2    C1
- B2    B1
- A2    A1

**5. Please mark as appropriate:**

The student is not proficient in the language tested.

I recommend the student to continue working a the language tested.






The student showed proficiency.

Name instructor/staff:	Position or title:
E-mail address + telephone number:	Institution:
Date:	Signature:

LASC's staff name \_\_\_\_\_  
Title: \_\_\_\_\_

Signature and Date \_\_\_\_\_

## 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.