**LANGUAGE CERTIFICATE**

How to fill in the Assessment Grid:

* EVALUATION GRID: shows major categories of language use at each of the six levels. It profiles’ the applicant main language skills.
* Applicant: fill in APPLICANT PERSONAL DETAILS, DECLARATION applicant section and the EVALUATION GRID (only applicant section).
* Teacher: fill in TEACHER INFORMATION, APPLICANT LANGUAGE LEVEL, DECLARATION teacher section and the EVALUATION GRID (only teacher section).

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| **Applicant personal details** |
| Name and surname: |  |
| Level of mobility: | \_Undergraduate \_Master \_Doctorate \_Post-doctorate | Home institution:  | South Ural State University |
| Language to be assessed: | English |
| **Teacher information****The teacher must be a professional language teacher of the language to be evaluated and work in the specific language department.**  |
| Name of teacher: |  |
| Name of department: | Foreign Languages Department |
| Phone (incl. code): |  |
| e-mail: |  |

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| **Applicant language level (Teachers only)** |
| The candidate level of knowledge of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_language is  |
| * A1

Breakthrough | * A2

Waystage (basic) | * B1

Threshold(independent user) | * B2

Vantage(independent user) | * C1

Effective Operational Proficiency (Proficient user) | * C2

Mastery (Proficient user) |

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| **DECLARATIONS** |
| APPLICANT | TEACHER: |
| * I promise to follow a higher language course if am selected, previously to the start of the academic course (only for applicants that lack the minimum language requirement by one level).
 | By signing I declare that I am, at the moment, academic staff of one Higher Educational Institution and that I am qualified to evaluate the applicant’s language knowledge of the language assessed.  |
| Signature and date:\_\_/\_\_/\_\_\_\_\_By signing I promise to hand in the corresponding International Language Certificate upon request | Signature and date (STAMP):\_\_/\_\_/\_\_\_\_\_ |

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| **EVALUATION** | **SCALE** |
|  | **A1** | **A2** | **B1** | **B2** | **C1** | **C2** |
| UNDERSTANDING | Listening | I can recognize familiarwords and very basicphrases concerningmyself, my family andimmediate concretesurroundings when people speak slowly and clearly. | I can understand phrases andthe highest frequency vocabulary related to areas of most immediate personalrelevance (e.g. very basicpersonal and familyinformation, shopping, localarea, employment). I cancatch 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 speechand lectures and follow evencomplex lines of argumentprovided the topic is reasonablyfamiliar. I can understand mostTV news and current affairsprogrammes. I can understandthe majority of films in standarddialect. | I can understand extendedspeech even when it is notclearly structured and whenrelationships are only impliedand not signalled explicitly. Ican understand televisionprogrammes and filmswithout too much effort. | I have no difficulty inunderstanding any kind of spokenlanguage, whether live orbroadcast, even when deliveredat fast native speed, provided. Ihave some time to get familiarwith the accent. | Applicant* A1
* A2
* B1
* B2
* C1
* C2
 | Teacher:* A1
* A2
* B1
* B2
* C1
* C2
 |
| Reading | I can understand familiarnames, words and verysimple sentences, forexample on notices andposters or in catalogues. | I can read very short, simpletexts. I can find specific,predictable information insimple everyday material such as advertisements,prospectuses, menus andtimetables and I can understand short simplepersonal letters. | I can understand texts that consistmainly of high frequency everydayor job-related language. I canunderstand the description of events,feelings and wishes in personalletters. | I can read articles and reportsconcerned with contemporaryproblems in which the writersadopt particular attitudes orviewpoints. I can understandcontemporary literary prose. | I can understand long andcomplex factual and literarytexts, appreciating distinctionsof style. I can understandspecialised articles and longertechnical instructions, evenwhen they do not relate to myfield. | I can read with ease virtually allforms of the written language,including abstract, structurally orlinguistically complex texts suchas manuals, specialised articlesand literary works. | * A1
* A2
* B1
* B2
* C1
* C2
 | * A1
* A2
* B1
* B2
* C1
* C2
 |
| SPEAKING | Interaction | I can interact in a simpleway provided the otherperson is prepared torepeat or rephrase things at a slower rate of speechand help me formulatewhat I'm trying to say. Ican ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simpleand routine tasks requiring asimple and direct exchange ofinformation on familiar topicsand activities. I can handlevery short social exchanges,even though I can't usuallyunderstand enough to keep theconversation going myself. | I can deal with most situations likelyto arise whilst travelling in an areawhere the language is spoken. I canenter unprepared into conversationon topics that are familiar, ofpersonal interest or pertinent toeveryday life (e.g. family, hobbies,work, travel and current events). | I can interact with a degree offluency and spontaneity thatmakes regular interaction withnative speakers quite possible. Ican take an active part indiscussion in familiar contexts,accounting for and sustaining myviews. | I can express myself fluentlyand spontaneously withoutmuch obvious searching forexpressions. I can uselanguage flexibly andeffectively for social andprofessional purposes. I canformulate ideas and opinionswith precision and relate mycontribution skillfully to thoseof other speakers. | I can take part effortlessly in anyconversation or discussion andhave a good familiarity withidiomatic expressions andcolloquialisms. I can expressmyself fluently and convey finershades of meaning precisely. If Ido have a problem I canbacktrack and restructure aroundthe difficulty so smoothly thatother people are hardly aware ofit. | * A1
* A2
* B1
* B2
* C1
* C2
 | * A1
* A2
* B1
* B2
* C1
* C2
 |
| Production | I can use simple phrasesand sentences to describewhere I live and people Iknow. | I can use a series of phrasesand sentences to describe insimple terms my family andother people, livingconditions, my educationalbackground and my present or most recent job. | I can connect phrases in a simpleway in order to describe experiencesand events, my dreams, hopes andambitions. I can briefly give reasonsand explanations for opinions andplans. I can narrate a story or relatethe plot of a book or film anddescribe my reactions. | I can present clear, detaileddescriptions on a wide range ofsubjects related to my field ofinterest. I can explain a viewpointon a topical issue giving theadvantages and disadvantages ofvarious options. | I can present clear, detaileddescriptions of complexsubjects integrating subthemes,developing particularpoints and rounding off withan appropriate conclusion. | I can present a clear, smoothlyflowingdescription or argumentin a style appropriate to thecontext and with an effectivelogical structure which helps therecipient to notice and remembersignificant points. | * A1
* A2
* B1
* B2
* C1
* C2
 | * A1
* A2
* B1
* B2
* C1
* C2
 |
| WRITING | Writing | I can write a short, simplepostcard, for examplesending 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 notesand messages relating tomatters in areas of immediateneeds. I can write a verysimple personal letter, forexample thanking someonefor something. | I can write simple connected text ontopics which are familiar or ofpersonal interest. I can writepersonal letters describingexperiences and impressions. | I can write clear, detailed text ona wide range of subjects relatedto my interests. I can write anessay or report, passing oninformation or giving reasons insupport of or against a particularpoint of view. I can write lettershighlighting the personalsignificance of events andexperiences. | I can express myself in clear,well-structured text,expressing points of view atsome length. I can write aboutcomplex subjects in a letter,an essay or a report,underlining what I consider tobe the salient issues. I canselect style appropriate to thereader in mind. | I can write clear, smoothly flowingtext in an appropriatestyle. I can write complex letters,reports or articles which present acase with an effective logicalstructure which helps therecipient to notice and remembersignificant points. I can writesummaries and reviews ofprofessional or literary works. | * A1
* A2
* B1
* B2
* C1
* C2
 | * A1
* A2
* B1
* B2
* C1
* C2
 |

\* Levels and description extracted from the Common European Framework of Reference for Languages, Language Policy Division.