

Evidence of English Language Proficiency

<p>Student's surname, first name(s) _____</p> <p style="text-align: center;">Home university _____</p>
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Overall Listening¹⁾	
<input type="checkbox"/> C2	Can understand any kind of spoken language, whether live or broadcast, delivered at fast speed, even in a noisy environment.
<input type="checkbox"/> C1	Can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
<input type="checkbox"/> B2	Can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialisation.
<input type="checkbox"/> B1	Can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
<input type="checkbox"/> A2	Can understand simple information and questions about family, people, homes, work and hobbies.
<input type="checkbox"/> A1	Can understand simple words and phrases. Can understand the days of the week and months of the year as well as times and dates, numbers and prices.

Overall Writing¹⁾	
<input type="checkbox"/> C2	Can produce written work that shows good organisational structure, with an understanding of the style and content appropriate to the task.
<input type="checkbox"/> C1	Can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.
<input type="checkbox"/> B2	Can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of their mistakes in the process.
<input type="checkbox"/> B1	Can write short, comprehensible connected texts on familiar subjects.
<input type="checkbox"/> A2	Can write about themselves using simple language, e.g. information about family, school, job, hobbies.
<input type="checkbox"/> A1	Can write about themselves and where they live, using short, simple phrases.

Conversation¹⁾	
<input type="checkbox"/> C2	Can converse comfortably, appropriately and without limitations in casual conversation, at social events and in more formal discussions and debates.
<input type="checkbox"/> C1	Can express themselves fluently and appropriately, adopting a level of formality appropriate to the circumstances.
<input type="checkbox"/> B2	Can take an active part in conversation, expressing their points of view, ideas or feelings clearly and naturally with effective turn-taking.
<input type="checkbox"/> B1	Can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
<input type="checkbox"/> A2	Can ask people how they feel in different situations, ask and answer simple questions about home and country, work and free time, likes and dislikes, and ask and answer simple questions about a past event.
<input type="checkbox"/> A1	Can interact in a simple way, asking and answering basic questions, if given the opportunity to repeat, correct and get help. Can ask and answer (simple personal) questions, if the other person speaks slowly and is very helpful.

Overall Reading¹⁾	
<input type="checkbox"/> C2	Can understand in detail lengthy, complex texts, whether or not they relate to their area of specialisation.
<input type="checkbox"/> C1	Can understand a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, but may need time to re-read.
<input type="checkbox"/> B2	Can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
<input type="checkbox"/> B1	Can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
<input type="checkbox"/> A2	Can understand short, simple texts containing familiar vocabulary including international words.
<input type="checkbox"/> A1	Can recognise names, words and phrases. Knows and uses them to understand very simple sentences if there are pictures.

¹⁾ source for descriptors: www.equals.org (adapted)

Overall, the candidate has reached approximately the following CEFR level:			
No knowledge	<input type="checkbox"/>		
C2, CEFR	<input type="checkbox"/>	C1, CEFR	<input type="checkbox"/>
B2, CEFR	<input type="checkbox"/>	B1, CEFR	<input type="checkbox"/>
A2, CEFR	<input type="checkbox"/>	A1, CEFR	<input type="checkbox"/>

Comments

(How long have you known the candidate and in what capacity; how many hours of English instruction has the candidate received?)

Examiner (surname, first name)	_____
Position	_____
Place, date	_____ Stamp _____

PLEASE NOTE: This document is to be filled out by professional language teachers, not by the students themselves.

Please send this document to:

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