

Proficiency Evaluation based on the Common European Framework of Reference for Languages (for the University-wide Student Exchange Program, UTokyo)

Name of student	Language evaluated
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Please tick the box in the appropriate level for each category.

		A1 Basic user	A2 Basic user	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	He/she can understand familiar words and very basic phrases concerning him/herself, his/her family and immediate concrete surroundings when people speak slowly and clearly. <input type="checkbox"/>	He/she 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). He/she can catch the main point in short, clear, simple messages and announcements. <input type="checkbox"/>	He/she can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He/she 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. <input type="checkbox"/>	He/she can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. He/she can understand most TV news and current affairs programmes. He/she can understand the majority of films in standard dialect. <input type="checkbox"/>	He/she can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. He/she can understand television programmes and films without too much effort. <input type="checkbox"/>	He/she has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided he/she has some time to get familiar with the accent. <input type="checkbox"/>
	Reading	He/she can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. <input type="checkbox"/>	He/she can read very short, simple texts. He/she can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and he/she can understand short simple personal letters. <input type="checkbox"/>	He/she can understand texts that consist mainly of high frequency every day or job-related language. He/she can understand the description of events, feelings and wishes in personal letters. <input type="checkbox"/>	He/she can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. He/she can understand contemporary literary prose. <input type="checkbox"/>	He/she can understand long and complex factual and literary texts, appreciating distinctions of style. He/she can understand specialized articles and longer technical instructions, even when they do not relate to his/her field. <input type="checkbox"/>	He/she can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works. <input type="checkbox"/>
Speaking	Spoken interaction	He/she 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 him/her formulate what he/she is trying to say. He/she can ask and answer simple questions in areas of immediate need or on very familiar topics. <input type="checkbox"/>	He/she can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. He/she can handle very short social exchanges, even though he/she can't usually understand enough to keep the conversation going him/herself. <input type="checkbox"/>	He/she can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He/she 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). <input type="checkbox"/>	He/she can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. He/she can take an active part in discussion in familiar contexts, accounting for and sustaining his/her views. <input type="checkbox"/>	He/she can express him/herself fluently and spontaneously without much obvious searching for expressions. He/she can use language flexibly and effectively for social and professional purposes. He/she can formulate ideas and opinions with precision and relate his/her contribution skillfully to those of other speakers. <input type="checkbox"/>	He/she can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. He/she can express him/herself fluently and convey finer shades of meaning precisely. If he/she does have a problem he/she can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. <input type="checkbox"/>
	Spoken production	He/she can use simple phrases and sentences to describe where he/she lives and people He/she knows. <input type="checkbox"/>	He/she can use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions, his/her educational background and his/her present or most recent job. <input type="checkbox"/>	He/she can connect phrases in a simple way in order to describe experiences and events, his/her dreams, hopes and ambitions. He/she can briefly give reasons and explanations for opinions and plans. He/she can narrate a story or relate the plot of a book or film and describe his/her reactions. <input type="checkbox"/>	He/she can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest. He/she can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. <input type="checkbox"/>	He/she can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. <input type="checkbox"/>	He/she 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. <input type="checkbox"/>
Writing	Writing	He/she can write a short, simple postcard, for example sending holiday greetings. He/she can fill in forms with personal details, for example entering his/her name, nationality and address on a hotel registration form. <input type="checkbox"/>	He/she can write short, simple notes and messages. He/she can write a very simple personal letter, for example thanking someone for something. <input type="checkbox"/>	He/she can write simple connected text on topics which are familiar or of personal interest. He/she can write personal letters describing experiences and impressions. <input type="checkbox"/>	He/she can write clear, detailed text on a wide range of subjects related to his/her interests. He/she can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. He/she can write letters highlighting the personal significance of events and experiences. <input type="checkbox"/>	He/she can express him/herself in clear, well-structured text, expressing points of view at some length. He/she can write about complex subjects in a letter, an essay or a report, underlining what he/she considers to be the salient issues. He/she can select a style appropriate to the reader in mind. <input type="checkbox"/>	He/she can write clear, smoothly-flowing text in an appropriate style. He/she 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. He/she can write summaries and reviews of professional or literary works. <input type="checkbox"/>
Overall		A1 <input type="checkbox"/>	A2 <input type="checkbox"/>	B1 <input type="checkbox"/>	B2 <input type="checkbox"/>	C1 <input type="checkbox"/>	C2 <input type="checkbox"/>

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Name of evaluator	Position and affiliation of evaluator
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Signature of evaluator: _____

Date of evaluation: _____