

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
<b>Understanding</b>	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"/>
<b>Speaking</b>	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"/>
<b>Writing</b>	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"/>
<b>Overall</b>		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: \_\_\_\_\_