**Language Assessment Sheet**

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| **Who fills in the Language Assessment Sheet?**   * Undergraduate level applicants: his/her language teacher * Master level applicants: his/her language teacher * Doctorate level applicants: his/her language teacher | **Who is qualified to fill the Language Assessment Sheet as a language teacher?**   * The language teacher must be a professional language teacher of the language to be assessed. * The teacher must have *first-hand knowledge* of the applicant’s language skills. * The language teacher is preferably a person engaged in practical teaching. * The language teacher has preferably taught the applicant within the year. |
| **How to fill in the Language Assessment Sheet?**   * Fill in parts 1-3: the language to be assed, the information on the applicant, and the information on the language teacher (if applicable). * Fill in part 4, the evaluation table: all skill presented vertically on the left-hand side are evaluated on a horizontal row by the language teacher. * The teacher marks 🗷 above the description that in his/her opinion describes the applicant’s language skills the best. The teacher can choose only one description on each horizontal row. * *Both the applicant and the language teacher sign the paper.* * *The Language assessment sheet is signed by the Faculty Erasmus+ coordinator and officially stamped by the respective faculty* | |

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| 1. Language to be assessed: |
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| 2. Information on the applicant | | | | | | | |
| Name of the applicant: |  | | | Faculty of the applicant: | |  | |
| The level of the applicant: | Undergraduate | Master | Doctorate | | Post-doctorate | | Academic staff |

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| 3. Information on the language teacher (if applicable) | | |
| Teacher’s declaration: By signing this document I declare I am a qualified language teacher of the language in question, and that I have first-hand experience on the language skills of the applicant. This evaluation is my professional opinion on the applicant’s language skills. | | |
| Name of the teacher: |  |  |
| Contact information  (Email and Phone) |  | |

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| 4. Evaluation table | | | | | | | |
|  | | A1 | A2 | B1 | B2 | C1 | C2 |
| **UNDERSTANDING** | **Listening** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** |
| 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 programed 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 programs. 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 programs 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** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** |
| 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 specialized 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, specialized articles and literary works. |
| **SPEAKING** | **Spoken Interaction** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** |
| 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 skillfully 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** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** |
| 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** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** | **teacher: 🞏** |
| 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. |
|  | | **The overall result of the language assessment of the applicant according to *Common European Framework of Reference for Languages* (**[**CEFR**](https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr)**):**  **For example:** *The level of language proficiency of the applicants corresponds to the CEFR level B1* | | | **Teacher’s signature:**  **Date:** | | |
| **SIGNATURES** | | **Applicant’s signature:**  **Date:** | | | **Faculty Erasmus+ coordinator’s signature:**  **Date:** | | |
| **Official stamp of the Faculty:** |  | |