**Language Assessment Sheet**

**for outgoing applicants of the Bila Tserkva National Agrarian University**

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| **Who fills in the Language Assessment Sheet?*** The language teacher fills in the Language Assessment Sheet.
 | **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.
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| **How to fill in the Language Assessment Sheet?*** Fill in parts 1-3: the language to be assessed, 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.
* The language teacher sign the paper аnd adds an official stamp.
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| 1. Language to be assessed: |
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| 2. Information on the applicant |
| Name of the applicant: |       |  |  |
| The level of the applicant: | [ ] Undergraduate  | [ ] Master  | [ ] Doctorate  | [ ] Post-doctorate  |  |

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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: |       | Organisation: |       |
| Contact information: |       |

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| 4. Evaluation table |
|  | A1 | A2 | B1 | B2 | C1 | C2 |
| **UNDERSTANDING** | **Listening** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** |
| The applicantcan understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | The applicantcan 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), can catch the main point in short, clear, simple messages and announcements. | The applicantcan understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc, 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. | The applicantcan understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. The applicantcan understand most TV news and current affairs programmes, can understand the majority of films in standard dialect. | The applicantcan understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly, can understand television programmes and films without too much effort. | The applicanthas no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. The applicanthas some time to get familiar with the accent. |
| **Reading** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** |
| The applicantcan understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | The applicantcan read very short, simple texts, can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters. | The applicantcan understand texts that consist mainly of high frequency everyday or job-related language, can understand the description of events, feelings and wishes in personal letters. | The applicantcan read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints, can understand contemporary literary prose. | The applicantcan understand long and complex factual and literary texts, appreciating distinctions of style, can understand specialised articles and longer technical instructions, even when they do not relate to my field. | The applicantcan read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| **SPEAKING** | **Spoken Interaction** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** |
| The applicant 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, can ask and answer simple questions in areas of immediate need or on very familiar topics. | The applicant can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, can handle very short social exchanges, even though can't usually understand enough to keep the conversation going myself. | The applicantcan deal with most situations likely to arise whilst traveling in an area where the language is spoken, 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). | The applicantcan 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. | The applicantcan express himself 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. | The applicantcan 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** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** |
| The applicant can use simple phrases and sentences to describe where I live and people I know. | The applicantcan 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. | The applicantcan connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions, can briefly give reasons and explanations for opinions and plans, can narrate a story or relate the plot of a book or film and describe reactions. | The applicantcan 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. | The applicantcan present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | The applicantcan 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** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** | **🞏** |
| The applicantcan write a short, simple postcard, for example sending holiday greetings, can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | The applicantcan write short, simple notes and messages, can write a very simple personal letter, for example thanking someone for something. | The applicantcan write simple connected text on topics which are familiar or of personal interest, can write personal letters describing experiences and impressions. | The applicantcan write clear, detailed text on a wide range of subjects related to my interests, can write an essay or report, passing on information or giving reasons in support of or against a particular point of view, can write letters highlighting the personal significance of events and experiences. | The applicantcan express himself in clear, well-structured text, expressing points of view at some length; can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues, can select a style appropriate to the reader in mind. | The applicantcan write clear, smoothly-flowing text in an appropriate style, 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, can write summaries and reviews of professional or literary works. |
| **SIGNATURES** | **Teacher’s signature and date:** **Official stamp:** |  |
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