

## COUNCIL OF EUROPE: Common European Framework of Reference (CEFR)

The Common European Framework of Reference is designed to be applied to any European language. The descriptive statements were drawn up by ALTE (The Association of Language Testers in Europe), whose members include many of the major testing organisations in Europe.

Table 1 shows the general 'Can Do' statements.

Tables 2 and 3 show the 'Can Do' statements expressed in terms of the specific language skills of Listening, Speaking, Reading and Writing.

You can find more information about these levels from the Council of Europe website

[http://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents\\_intro/common\\_framework.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents_intro/common_framework.html)

ASSOCIATION OF LANGUAGE TESTERS IN EUROPE (ALTE)		
Table 1 Description of Overall General Language Ability		
Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

<b>Table 2 ALTE Can Do Statements: overall general ability</b>			
<b>CEFR LEVELS</b>	<b>Listening/Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>C2</b>	CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	CAN understand documents, correspondence and reports, including the finer points of complex texts.	CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy.
<b>C1</b>	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
<b>B2</b>	CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	CAN scan texts for relevant information, and understand detailed instructions or advice.	CAN make notes while someone is talking or write a letter including non-standard requests.
<b>B1</b>	CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area.	CAN write letters or make notes on familiar or predictable matters.
<b>A2</b>	CAN express simple opinions or requirements in a familiar context.	CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	CAN complete forms and write short simple letters or postcards related to personal information.
<b>A1</b>	CAN understand basic instructions or take part in a basic factual conversation on a predictable topic.	CAN understand basic notices, instructions or information.	CAN complete basic forms, and write notes including times, dates and places.

<b>Table 3 ALTE Can Do Statements: typical ability in the study context</b>			
<b>CEFR LEVELS</b>	<b>Listening/Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>C2</b>	CAN understand jokes, colloquial asides and cultural allusions.	CAN access all sources of information quickly and reliably.	CAN make accurate and complete notes during the course of a lecture, seminar or tutorial.
<b>C1</b>	CAN follow abstract argumentation, for example the balancing of alternatives and the drawing a conclusion.	CAN read quickly enough to cope with the demands of an academic course.	CAN write an essay which shows ability to communicate, giving few difficulties for the reader.
<b>B2</b>	CAN give a clear presentation on a familiar topic, and answer predictable or factual questions.	CAN scan tests for relevant information and grasp main point of text.	CAN make simple notes that will be of reasonable use for essay or revision purposes.
<b>B1</b>	CAN understand instructions on classes and assignments given by a teacher or lecturer.	CAN understand basic instructions and messages, for example computer library catalogues, with some help.	CAN write down some information at a lecture, if this is more or less dictated.
<b>A2</b>	CAN express simple opinions using expressions such as 'I don't agree'.	CAN understand the general meaning of a simplified text book or article, reading very slowly.	CAN write a very short simple narrative or description, such as 'My last holiday'.
<b>A1</b>	CAN understand basic instructions on class times, dates and room numbers, and on assignments to be carried out.	CAN read basic notices and instructions.	CAN copy times, dates and places from notices on classroom board or notice board.