

**University of Jyväskylä Centre for Multilingual Academic Communication**  
**General Proficiency Level Assessment Guidelines for screening applicants to programmes taught in English**  
**(based on the Common European Framework of Reference for languages and departmental core skills analyses)**  
 (adapted from original by A. Károly, E. Kirk, M. Kontinen, L. Lahtela)

**The applicant...**

	Oral Interaction	Spoken production: Accuracy and content	Academic Reading	Academic Writing
<b>B1</b>	<p>...can participate almost fluently and appropriately in an interactive interview situation; follows simplified lines of discussion...</p> <p>...can use limited strategies to formulate responses (e.g. turn-taking, asking for clarification)...</p> <p>...can at times, with some hesitation, monitor own speech, identify some common mistakes and repair them when needed...</p>	<p>...can demonstrate several types of lexical and/or grammatical errors, which affect comprehension...</p> <p>... pronunciation errors frequently interfere with listener comprehension...</p> <p>....can produce limited vocabulary, sometimes inappropriate style and register.</p> <p>...can contribute limited responses, demonstrating some critical thinking and argumentation skills...</p> <p>...related to academic and field specific themes.</p>	<p>... can somewhat understand and summarize the main idea of extensive academic texts.</p> <p>...produces limited evaluation of the relevance and reliability of one or both of the sources, either academic or popular.</p> <p>...understands general terminology and some key concepts in the academic field.</p> <p>...produces limited answers to essay prompts, indicating insufficient use of reading strategies.</p>	<p>...follows some academic conventions used in research writing in the academic field, produces a basic text structure</p> <p>...level of formality is inconsistent.</p> <p>... shows significant evidence of plagiarism in the text; general inconsistency in citation for in-text and final referencing of sources, or either in-text or final referencing missing.</p> <p>...can struggle to write cohesively/coherently on field-specific subjects.</p> <p>...several language errors, which influence reader comprehension</p> <p>...gives mostly superficial and subjective insights in own writing.</p>

	<p>...related to academic and field specific themes.</p>		<p>...gives limited interpretation and analysis of one or both sources, either academic or popular.</p>	
<b>B2</b>	<p>...can participate with sufficient fluency and appropriacy in an interactive interview situation.</p> <p>...can mostly follow clearly structured lines of discussion.</p> <p>...can use a range of strategies to formulate their responses (e.g. turn-taking, asking for clarification).</p> <p>...can mostly monitor their own speech, identify most mistakes and repair them when needed...</p> <p>...related to academic and field specific themes.</p>	<p>...demonstrates some lexical and/or grammatical errors, which rarely impede comprehension...</p> <p>... pronunciation errors can sometimes interfere with listener comprehension...</p> <p>...produces a sufficient range of vocabulary, generally appropriate style and register...</p> <p>...can contribute responses with sufficient depth, demonstrating adequate critical thinking and argumentation skills.</p> <p>...related to academic and field specific themes.</p>	<p>...can generally understand and summarize extensive academic texts.</p> <p>...can, to an extent, critically evaluate the relevance and reliability of both academic and popular texts.</p> <p>...understands special terminology and key concepts in the academic field.</p> <p>...produces an adequate answer to essay prompts, mostly indicating appropriate use of reading strategies.</p> <p>... gives some interpretation and analysis of one or both provided sources, either academic or popular.</p>	<p>...mainly follows academic conventions used in research writing in the academic field</p> <p>...maintains some degree of formality</p> <p>...demonstrates some slight possible plagiarism; some inconsistency in citation for in-text and final referencing of sources.</p> <p>...for the most part writes cohesive, coherent and clearly structured texts on complex subjects.</p> <p>...produces some language errors, rarely impeding comprehension.</p> <p>...can give sufficient insights in own writing, even if at times subjective.</p>

C1	<p>...can participate very fluently and appropriately in demanding interactive situations...</p> <p>...can easily follow more demanding threads of discussion...</p> <p>...effortlessly uses a wide variety of strategies to formulate responses (e.g. turn-taking, asking for clarification)...</p> <p>...can spontaneously and naturally monitor own speech, easily identify most mistakes and repair them...</p> <p>...related to academic and field specific themes.</p>	<p>... demonstrates very few lexical or grammatical errors, which do not impede comprehension if occur</p> <p>... pronunciation is clearly followed by the listener</p> <p>...produces versatile vocabulary, highly appropriate style and register</p> <p>...can contribute responses with considerable depth, demonstrating critical thinking and argumentation skills...</p> <p>...related to academic and field specific themes.</p>	<p>...can understand and summarize the details of extensive academic texts.</p> <p>...can critically evaluate the relevance and reliability of both academic and popular texts.</p> <p>...understands, without effort, special terminology and key concepts in the academic field</p> <p>...produces a complete answer to essay prompts, indicating appropriate use of reading strategies.</p> <p>...can interpret, synthesize and analyze sources in an appropriate way,</p>	<p>...consistently and responsibly follows academic conventions</p> <p>...maintains the degree of formality used in research writing in the academic field.</p> <p>...produces no evidence of plagiarism, consistency in citation for in-text and final referencing of sources</p> <p>...can write cohesive, coherent and clearly structured texts on complex subjects.</p> <p>...produces very few language errors, no impediment for listener comprehension.</p> <p>...demonstrates objectivity and provides in-depth insights in the writing.</p>
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