



UNIVERSITY OF KRAGUJEVAC

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 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.
- *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*

1. Language to be assessed:

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

☐ Administrative staff

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):

4. Evaluation table							
		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	teacher: ☐ I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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: ☐ I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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).	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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
	Spoken Production	teacher: ☐ I can use simple phrases and sentences to describe where I live and people I know.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	teacher: ☐ 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: ☐ 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.	teacher: ☐ I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	teacher: ☐ I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	teacher: ☐ 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.	teacher: ☐ 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.	teacher: ☐ 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.

SIGNATURES	The overall result of the language assessment of the applicant according to <i>Common European Framework of Reference for Languages</i> (CEFR): <i>The level of language proficiency of the applicants corresponds to the CEFR level</i>	Teacher's signature: Date:
	Applicant's signature: Date:	Faculty Erasmus+ coordinator's signature: Date: Official stamp of the Faculty: