



Language Assessment Sheet

for LOT 17 – Brazil, Paraguay and Uruguay applicants
(Universidade do Porto as Coordinator)

Who fills in the Language Assessment Sheet?

- Undergraduate level applicants: the applicant and his/her language teacher
- Master level applicants: the applicant and his/her language teacher
- Doctoral level applicants: the applicant and his/her language teacher
- Post-doctorate level applicants: the applicant and his/her language teacher, if applicable
- Academic staff applicants: the applicant

How to fill in the Language Assessment Sheet?

- Fill in parts 1-3: the language to be assessed, the information of the language teacher
- Fill in part 4, the evaluation table: all skill presented vertically on the left-hand side are evaluated on a horizontal row both by the applicant and the language teacher.
 - The applicant marks ☒ above the description that in his/her opinion describes his/her language skills the best. The applicant can choose only one description on each horizontal row.
 - 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. Teacher adds an official stamp.

1. Language to be assessed

2. Information on the applicant

Name of the applicant

Application Number

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

Organization

Contact information

4. Evaluation Table							
		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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 programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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 programmes. I can understand the majority of films in standard dialect.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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 programmes and films without too much effort.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> I can 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.
S P E A K I N G	Spoken Interaction	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> I can use simple phrases and sentences to describe where I live and people I know.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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.
W R I T I N G	Writing	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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: <input type="checkbox"/> applicant: <input type="checkbox"/> 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		Applicant's signature and date:			Teacher's signature and date:		
					Official stamp:		

