

**Exhibit 2:****Common European Framework of Reference for Languages (CEFR) Descriptors**

Source: [www.coe.int/en/web/common-european-framework-reference-languages/home](http://www.coe.int/en/web/common-european-framework-reference-languages/home)

**The CEFR Global Scale – Common Reference Levels**

<b>Proficient User</b>	C2	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</li> </ul>
	C1	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding, longer texts, and recognize implicit meaning.</li> <li>• Can express him/herself fluently and spontaneously without much obvious searching for expressions.</li> <li>• Can use language flexibly and effectively for social, academic and professional purposes.</li> <li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</li> </ul>
<b>Independent User</b>	B2	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• 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.</li> </ul>
	B1	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• 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.</li> </ul>
<b>Basic User</b>	A2	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>
	A1	<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>• 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.</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>

For detailed CEFR descriptors, please refer to the illustrative scales found in *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume*.

[www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions](http://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions)

## Overall Oral Comprehension

C2	<ul style="list-style-type: none"> <li>• Can understand with ease virtually any kind of language, whether live or broadcast, delivered at fast natural speed.</li> </ul>
C1	<ul style="list-style-type: none"> <li>• Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.</li> <li>• Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</li> <li>• Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signaled explicitly.</li> </ul>
B2+	<ul style="list-style-type: none"> <li>• Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</li> </ul>
B2	<ul style="list-style-type: none"> <li>• Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialization.</li> <li>• Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.</li> </ul>
B1+	<ul style="list-style-type: none"> <li>• Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.</li> </ul>
B1	<ul style="list-style-type: none"> <li>• Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.</li> </ul>
A2+	<ul style="list-style-type: none"> <li>• Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.</li> </ul>
A2	<ul style="list-style-type: none"> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.</li> </ul>
A1	<ul style="list-style-type: none"> <li>• Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.</li> <li>• Can recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.</li> </ul>
Pre-A1	<ul style="list-style-type: none"> <li>• Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.</li> <li>• Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.</li> <li>• Can recognize numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.</li> </ul>

## Overall Oral Interaction

C2	<ul style="list-style-type: none"> <li>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.</li> </ul>
C1	<ul style="list-style-type: none"> <li>Can express themselves fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</li> </ul>
B2+	<ul style="list-style-type: none"> <li>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.</li> <li>Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.</li> </ul>
B2	<ul style="list-style-type: none"> <li>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.</li> </ul>
B1+	<ul style="list-style-type: none"> <li>Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.</li> </ul>
B1	<ul style="list-style-type: none"> <li>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</li> </ul>
A2+	<ul style="list-style-type: none"> <li>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> </ul>
A2	<ul style="list-style-type: none"> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.</li> </ul>
A1	<ul style="list-style-type: none"> <li>Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> </ul>
Pre-A1	<ul style="list-style-type: none"> <li>Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.</li> </ul>

## Overall Oral Production

C2	Can produce clear, smoothly flowing, well-structured discourse with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2+	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple, mainly isolated phrases about people and places.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).

## Overall Written Interaction

C2	<ul style="list-style-type: none"> <li>• Can express themselves in an appropriate tone and style in virtually any type of formal and informal interaction.</li> </ul>
C1	<ul style="list-style-type: none"> <li>• Can express themselves with clarity and precision, relating to the addressee flexibly and effectively.</li> </ul>
B2	<ul style="list-style-type: none"> <li>• Can express news and views effectively in writing, and relate to those of others.</li> </ul>
B1+	<ul style="list-style-type: none"> <li>• Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.</li> </ul>
B1	<ul style="list-style-type: none"> <li>• Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.</li> </ul>
A2	<ul style="list-style-type: none"> <li>• Can compose short, simple formulaic notes relating to matters in areas of immediate need.</li> </ul>
A1	<ul style="list-style-type: none"> <li>• Can ask for or pass on personal details.</li> </ul>
Pre-A1	<ul style="list-style-type: none"> <li>• Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.</li> </ul>

## Overall Reading Interaction

C2	<ul style="list-style-type: none"><li>• Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings.</li><li>• Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</li></ul>
C1	<ul style="list-style-type: none"><li>• Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.</li><li>• Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.</li></ul>
B2	<ul style="list-style-type: none"><li>• Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</li></ul>
B1	<ul style="list-style-type: none"><li>• Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.</li></ul>
A2+	<ul style="list-style-type: none"><li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</li></ul>
A2	<ul style="list-style-type: none"><li>• Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li></ul>
A1	<ul style="list-style-type: none"><li>• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</li></ul>
Pre-A1	<ul style="list-style-type: none"><li>• Can recognize familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.</li></ul>