

LanguageCert Academic

(Listening, Reading, Writing, Speaking)

Test Report

Candidate Information

Last Name:	Candidate's Last Name			
First Name:	Candidate's First Name			
Date of birth:	xx Month xxxx			
Candidate Number:	99800...			
Candidate URN:	PPC/...			
ID Type:				
ID Number:		Nationality:		

Test Centre Information

Date of Test:	xx Month xxxx	Date Test Results issued:	xx Month xxxx
Test Centre number:		Exam country:	
Mode of Delivery:			

Candidate Results (out of 100 on the LanguageCert Global Scale)

Listening		Writing	
Reading		Speaking	
Total Score			
CEFR Level			



Marios Molfetas
LanguageCert
Responsible Officer

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Candidate Performance Feedback (Writing Part 1)

Task Fulfilment	
Accuracy and Range of Grammar	
Accuracy and Range of Vocabulary	
Organisation and Coherence	

Candidate Performance Feedback (Writing Part 2)

Task Fulfilment	
Accuracy and Range of Grammar	
Accuracy and Range of Vocabulary	
Organisation and Coherence	

Candidate Performance Feedback (Speaking)

Task Fulfilment and Communicative Effect	
Coherence	
Accuracy and Range of Grammar	
Accuracy and Range of Vocabulary	
Pronunciation, Intonation and Fluency	

CEFR Level	Scaled Score	Performance Descriptors (Listening, Reading, Speaking, Writing)
C2	90 - 100	• Can understand with ease any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided there is a familiarity with the accent. • 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. • Can write clear, smoothly flowing complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	75 - 89	• Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. • Can understand long and complex factual and literary texts, appreciating distinctions of style. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. • Can express him/herself fluently and spontaneously without much obvious searching for expressions.
B2	60 - 74	• Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. • Can read articles and reports concerned with temporary problems in which the writers adopt particular attitudes or viewpoints. • 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. • Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
B1	40 - 59	• Can understand the main points of clear standard speech on familiar matters regularly encountered in education, work and leisure, etc. • Can understand texts that consist mainly of high frequency everyday or job-related language. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
A2	20 - 39	• Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. • Can read and understand very short, simple texts such as personal letters • Can give a simple description of people, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. • Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.
A1	10 - 19	• Can recognise very familiar words and phrases when people speak slowly. • Can read and understand very simple sentences on familiar topics. • Can produce simple mainly isolated phrases about people and places. • Can write simple isolated phrases and sentences.

The above descriptors are adapted from the Common European Framework of Reference for Languages (2018). Text from these is reproduced by kind permission of the Council of Europe.

LanguageCert Global scale		CEFR		LanguageCert General		LanguageCert Academic		LanguageCert Global scale			
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