V.N. Karazin Kharkiv National University

Name of the Department

Language Assessment Sheet

Who fills in the Language Assessment Sheet?

- Undergraduate level applicants: the student and his/her language teacher
- Master level applicants: the student and his/her language teacher
- Doctorate level applicants: the student and his/her language teacher
- Post-doctorate level applicants: the student and his/her language teacher, if applicable

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 STUDENT, 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 STUDENT`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.*

***ІНСТРУКЦІЯ ДЛЯ ВИКЛАДАЧІВ**

ТЕКСТ ЧЕРВОНИМ ВИДАЛИТИ !!!

1. Language to be assessed:
ENGLISH

2. Information on the applicant				
Student`s name: **Iryna Ivanenko**				
The level of the applicant:	☐ Undergraduate	☐ Master	☐ Doctorate	☐ Post-doctorate

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.	
Teacher`s name: *Svitlana Petrenko*	Organisation: **V.N. Karazin Kharkiv National University**

Contact information: s.petrenko@karazin.ua

4. Evaluation table

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	teacher: ☐	teacher: ☐	teacher: ☐	teacher: ☒	teacher: ☐	teacher: ☐
		Student can understand familiar words and very basic phrases concerning himselh\herself, his\her family and immediate concrete surroundings when people speak slowly and clearly.	Student 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). Student can catch the main point in short, clear, simple messages and announcements.	Student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Student 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.	Student can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Student can understand most TV news and current affairs programmes. Student can understand the majority of films in standard dialect.	Student can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Student can understand television programmes and films without too much effort.	Student has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. Student has some time to get familiar with the accent.
	Reading	teacher: ☐	teacher: ☐	teacher: ☐	teacher: ☐	teacher: ☐	teacher: ☐
		Student can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	Student can read very short, simple texts. Student can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and student can understand short simple personal letters.	Student can understand texts that consist mainly of high-frequency everyday or job-related language. Student can understand the description of events, feelings and wishes in personal letters.	Student can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Student can understand contemporary literary prose.	Student can understand long and complex factual and literary texts, appreciating distinctions of style. Student can understand specialised articles and longer technical instructions, even when they do not relate to his\her field.	Student 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.
SPEAKING	Spoken interaction	teacher: ☐	teacher: ☐	teacher: ☐	teacher: ☐	teacher: ☐	teacher: ☐
		Student 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 him\her to formulate what he\she is trying to say. Student can ask and answer simple questions in areas of immediate need or on very familiar topics.	Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Student can handle very short social exchanges, even though student cannot usually understand enough to keep the conversation going himself\herself.	Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Student 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).	Student can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Student can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	Student can express himself\herself fluently and spontaneously without much obvious searching for expressions. Student can use language flexibly and effectively for social and professional purposes. Student can formulate ideas and opinions with precision	Student can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. Student can express himself/herself fluently and convey finer shades of meaning precisely. If student does have a problem student can backtrack and restructure around the difficulty smoothly.

	Spoken Production	**teacher:** ☐	**teacher:** ☐	**teacher:** ☐	**teacher:** ☐	**teacher:** ☐	**teacher:** ☐
		Student can use simple phrases and sentences to describe where he\she lives and people he\she knows.	Student can use a series of phrases and sentences to describe in simple terms his\her family and other people, living conditions, his\her educational background and his\her present or most recent job.	Student can connect phrases in a simple way in order to describe experiences and events, his\her dreams, hopes and ambitions. Student can briefly give reasons and explanations for opinions and plans. Student can narrate a story or relate the plot of a book or film and describe his\her reactions.	Student can present clear, detailed descriptions on a wide range of subjects related to my field of interest. Student can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Student can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Student 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:** ☐	**teacher:** ☐	**teacher:** ☐	**teacher:** ☐	**teacher:** ☐	**teacher:** ☐
		Student can write a short, simple postcard, for example sending holiday greetings. Student can fill in forms with personal details, for example entering his\her name, nationality and address on a hotel registration form.	Student can write short, simple notes and messages. Student can write a very simple personal letter, for example thanking someone for something.	Student can write simple connected text on topics which are familiar or of personal interest. Student can write personal letters describing experiences and impressions.	Student can write clear, detailed text on a wide range of subjects related to his\her interests. Student can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Student can write letters highlighting the personal significance of events and experiences.	Student can express himself\herself in clear, well-structured text, expressing points of view at some length. Student can write about complex subjects in a letter, an essay or a report, underlining what student considers to be the salient issues. Student can select a style appropriate to the reader in mind.	Student can write clear, smoothly-flowing text in an appropriate style. Student 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. Student can write summaries and reviews of professional or literary works.
Signatures		**Applicant's signature and date:**			**Teacher's signature, date and official stamp:** **Level:** ***B1/B2/C1***		