ERANET-MUNDUS and ERANET-PLUS: ***Euro-Russian Academic Network – MUNDUS and PLUS***
Language Certificate for 2nd Call for Applications (ERANET-PLUS)
Language Certificate for 3rd Call for Applications (ERANET-MUNDUS)

How to fill in the Assessment Grid:

- EVALUATION GRID: shows major categories of language use at each of the six levels. It profiles' the applicant main language skills.
- Applicant: fill in APPLICANT PERSONAL DETAILS, DECLARATION applicant section and the EVALUATION GRID (only applicant section).
- Teacher: fill in TEACHER INFORMATION, APPLICANT LANGUAGE LEVEL, DECLARATION teacher section and the EVALUATION GRID (only teacher section).

APPLICANT PERSONAL DETAILS			
Name and Surname:	Alina Khalitova	Applicant Number:	
Level of Mobility:	__Undergraduate √Master __Doctorate __Post-doctorate __Staff	Home Institution:	SUSU
Language to be assessed:	English		

TEACHER INFORMATION **The teacher must be a professional language teacher of the language to be evaluated and work in the specific language department.**	
Name of the teacher:	Sorokina Olga Vyacheslavovna
Name of department:	Institute of International Education
Phone (incl. code):	+7(351) 2723100
e-mail:	imo.susu@gmail.com

APPLICANT LANGUAGE LEVEL (Teacher only)

The candidate level of knowledge of the language _____ is:

☐A1 Breakthrough (Basic user)	☐A2 Waystage (Basic user)	☐B1 Threshold (Independent user)	☑B2 Vantage (Independent user)	☐C1 Effective Operational Proficiency (Proficient user)	☐C2 Mastery (Proficient user)

DECLARATIONS	
APPLICANT:	TEACHER:
☒ I promise to follow a higher language course if I am selected, previously to the start of the academic course (only for applicants that lack the minimum language requirement by one level).	By signing I declare that I am, at the moment, academic staff of one of the partner institutions in the ERANET-MUNDUS or ERANET-PLUS consortium and that I am qualified to evaluate the applicant's language knowledge of the language assessed.
Signature and date: 11/12/14 By signing I promise to hand in the corresponding International Language Certificate, if I am selected, before June 10th, 2014.	Signature and date (STAMP): 11/12/2014

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		EVALUATION						SCALE	
		A1	A2	B1	B2	C1	C2		
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	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.	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.	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.	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.	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.	**Applicant:** ☐A1 ☐A2 ■B1 ☐B2 ☐C1 ☐C2	**Teacher:** ☐A1 ☐A2 ☑B1 ☐B2 ☐C1 ☐C2
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	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.	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.	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.	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.	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.	**Applicant:** ☐A1 ☐A2 ☐B1 ■B2 ☐C1 ☐C2	**Teacher:** ☐A1 ☐A2 ☐B1 ☐B2 ☑C1 ☐C2
SPEAKING	Spoken Interaction	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.	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.	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).	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.	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.	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.	**Applicant:** ☐A1 ☐A2 ■B1 ☐B2 ☐C1 ☐C2	**Teacher:** ☐A1 ☐A2 ☐B1 ☑B2 ☐C1 ☐C2
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	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.	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.	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.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	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.	**Applicant:** ☐A1 ☐A2 ■B1 ☐B2 ☐C1 ☐C2	**Teacher:** ☐A1 ☐A2 ☐B1 ☑B2 ☐C1 ☐C2
WRITING	Writing	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.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	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.	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 style appropriate to the reader in mind.	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.	**Applicant:** ☐A1 ☐A2 ☐B1 ■B2 ☐C1 ☐C2	**Teacher:** ☐A1 ☐A2 ☐B1 ☑B2 ☐C1 ☐C2

* Levels and description extracted from the Common European Framework of Reference for Languages, Language Policy Division.