## LanguageCert Academic
(Listening, Reading, Writing, Speaking)

### Test Report

#### Candidate Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Last Name:</td>
<td>Candidate's Last Name</td>
</tr>
<tr>
<td>First Name:</td>
<td>Candidate's First Name</td>
</tr>
<tr>
<td>Date of birth:</td>
<td>xx Month xxxx</td>
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<tr>
<td>Candidate Number:</td>
<td>99800...</td>
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<td>Candidate URN:</td>
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<tr>
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<td>ID Number:</td>
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#### Test Centre Information

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>Date of Test:</td>
<td>xx Month xxxx</td>
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<tr>
<td>Date Test Results issued:</td>
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<td>Mode of Delivery:</td>
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#### Candidate Results (out of 100 on the LanguageCert Global Scale)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
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<tr>
<td>Writing</td>
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<tr>
<td>Speaking</td>
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<tr>
<td>Total Score</td>
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<tr>
<td>CEFR Level</td>
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</tbody>
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Marios Molfetas  
LanguageCert  
Responsible Officer

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info@languagecert.org
### Candidate Performance Feedback (Writing Part 1)

<table>
<thead>
<tr>
<th>Task Fulfilment</th>
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<tbody>
<tr>
<td>Accuracy and Range of Grammar</td>
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<tr>
<td>Accuracy and Range of Vocabulary</td>
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<tr>
<td>Organisation and Coherence</td>
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### Candidate Performance Feedback (Writing Part 2)

<table>
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<tbody>
<tr>
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<tr>
<td>Accuracy and Range of Vocabulary</td>
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<tr>
<td>Organisation and Coherence</td>
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</tbody>
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### Candidate Performance Feedback (Speaking)

<table>
<thead>
<tr>
<th>Task Fulfilment and Communicative Effect</th>
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<tbody>
<tr>
<td>Coherence</td>
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<tr>
<td>Accuracy and Range of Grammar</td>
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<tr>
<td>Accuracy and Range of Vocabulary</td>
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<tr>
<td>Pronunciation, Intonation and Fluency</td>
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<tr>
<td>CEFR Level</td>
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<td>------------</td>
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</table>
| 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

<table>
<thead>
<tr>
<th>C1</th>
<th>C2</th>
<th>B2</th>
<th>B1</th>
<th>A2</th>
<th>A1</th>
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<tbody>
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### CEFR

<table>
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<tbody>
<tr>
<td>C1</td>
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<tr>
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<tr>
<td>A2</td>
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<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
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<td>40</td>
<td>60</td>
<td>75</td>
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