



## **Proficiency Levels in Spoken and Written English and French**

## Main Characteristics of Writing Abilities

Level 1	Ability to write is too limited to convey a clear message, even a very simple one. Very little or no knowledge of the language.
Level 2	Ability to write isolated words, phrases, simple statements, or questions on very familiar topics to provide basic information. Ability to add words or short phrases to forms. Very limited knowledge of the written language. Sentences are simple, often incorrect. The lack of familiarity with grammar and spelling rules often makes the sense difficult to grasp.
Level 3 <u>Basic knowledge</u>	Ability to write short descriptive or factual texts. Has ability to deal with precise information on work-related topics, but needs corrections and revisions as grammatical and spelling errors are frequent. Structure can be awkward, and the meaning is sometimes obscured.
Level 4 <u>Good knowledge</u>	Ability to write texts in which the ideas are presented and developed in a coherent manner. Ability to write explanations and descriptions in a variety of informal and formal work-related situations. Vocabulary, grammar, and spelling are generally appropriate, but errors are still present. Sentences are usually clear and require few corrections. Message is rarely unclear.
Level 5 <u>Very good knowledge</u>	Ability to write different types of texts to communicate complex ideas in a variety of situations. Sentences are always clear and well constructed. The person demonstrates mastery of grammar and structure and draws upon a wide vocabulary. Only very few errors, if any, are present. The meaning is never obscured.

## Main Characteristics of Oral Interaction Abilities

<p>Level 1</p>	<p>Ability to speak the language is too limited to communicate ideas even in very simple situations. Interaction is characterized by misunderstandings or segmented bits of information that may or may not be appropriate.</p>
<p>Level 2</p>	<p>Ability to answer and ask simple questions and to produce simple, often incorrect sentences. Ability to talk about facts in the present and to form simple sentences, but delivery is often slow because of frequent hesitations. Ability to understand only basic, work-related questions. Cannot follow a change of topic. May convey a false or unintended message. Is often difficult to understand.</p> <p>Speaks the language a little, with much difficulty.</p>
<p>Level 3</p> <p><u>Basic knowledge</u></p>	<p>Ability to carry an informal conversation on concrete topics. Ability to link sentences, but will hesitate when using more complex structures. Has some vocabulary for less routine situations. Ability to understand most of what is said and usually to follow a change of topic. May be misunderstood because of imprecise vocabulary and structure. Errors sometimes interfere with communication.</p> <p>Speaks the language with some difficulty.</p>
<p>Level 4</p> <p><u>Good knowledge</u></p>	<p>Ability to participate in discussions on a variety of topics and to expand on them with relative ease. Delivery is natural. Ability to convey more complex ideas with only little hesitation. Ability to readily and accurately interpret what is being said and to follow a change of topic. May lack precise vocabulary, but has language resources to circumvent linguistic deficiencies. Meaning is rarely obscured.</p> <p>Speaks the language with little difficulty.</p>
<p>Level 5</p> <p><u>Very good knowledge</u></p>	<p>Ability to express ideas effectively in all situations, true or hypothetical. Ability to maintain a high level of oral production at a normal speed. Hesitates only to think about an idea. Excellent control of the language and high degree of ease in delivery and interaction. Very few minor errors, if any. Meaning is never obscured.</p> <p>Speaks the language with ease.</p>