



# Certificate of Competency in English

This is to certify that

ALEKSANDRO GJERGJI METUSHI

successfully passed the  
Examination for the Certificate of Competency in English

A handwritten signature in black ink, appearing to read "SH", is written over a horizontal line.

Sharon Harvey  
Chief Executive Officer  
Cambridge Michigan Language Assessments



Level: B2

Date of Test: May 21, 2016

Place of Test: Athens, Greece

Registration #: 9002191623

## The Common European Framework

The main purpose of the Common European Framework of Reference (CEFR) is to provide a common basis for the elaboration of language syllabi, examinations, and textbooks. The CEFR describes language proficiency at six main levels:

A1–A2 Basic User	B1–B2 Independent User	C1–C2 Proficient User
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The Examination for the Certificate of Competency in English (ECCE) is a test of general language proficiency and is aimed at the B2 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe, 2001) (CEFR). The CEFR covers six levels of language proficiency; B2 is achieved by test takers with high-intermediate language proficiency.

ECCE test takers receive a scaled score for each section (0–1000) and a total score that is the average of their section scores. The minimum pass mark for the ECCE is an average score of 650. Test takers who achieve a minimum of 650 have demonstrated ability at CEFR level B2. The table below gives examples of typical general language ability in each of the skill areas for test takers at CEFR level B2.

Skill Area	Typical Ability
<b>Speaking</b>	They are able to sustain a face-to-face oral interaction quite intelligibly and grasp information delivered to them at a normal pace. They are able to communicate their ideas and show involvement in a topic or situation and discuss ideas or opinions without communication breakdowns.
<b>Writing</b>	They can organize and explicitly connect their ideas. They can give their opinion and develop their argument with supporting details. They can follow standard layout conventions and their spelling and punctuation are reasonably accurate.
<b>Listening</b>	They can understand spoken English on a variety of topics, both conversational and more planned speech. With effort, they are able to understand spontaneous conversations, but may need to ask for clarification when speakers talk too quickly.
<b>Reading</b>	They read and understand prose and nonprose texts from a variety of popular and public sources using a range of effective reading strategies and skills, though they can be expected to need resources for understanding texts with low frequency vocabulary, highly specialized terms, or low frequency idioms.
<b>Use of English</b>	They have good grammatical accuracy. Errors are infrequent and, where these occur, they do not lead to misunderstandings. Similarly, they have a good vocabulary for general topics as well as more specific but familiar topics.

Detailed results are available on the Score Report.

For more information about ECCE scores, including verification of scores, visit [CambridgeMichigan.org](http://CambridgeMichigan.org).