



**MICHIGAN  
LANGUAGE  
ASSESSMENT**

## Examination for the Certificate of Proficiency in English Score Report

### Test Taker

PETROS KONSTANTINOS TRAMPAKOULAS	11/11/98
Full Name	Birthdate (mm/dd/yy)
9006752240	12/12/21
Registration Number	Date of Test (mm/dd/yy)
Athens	Greece
City	Country

### Results

# GRADE: PASS

Section	Score	GRADE
LISTENING	855	H
READING	985	H
SPEAKING	840	H
WRITING	695	LP

### General Information

- The purpose of the Examination for the Certificate of Proficiency in English (ECPE) is to assess listening, reading, writing, and speaking at the advanced level in a variety of contexts.
- The ECPE is aimed at the C2 level of the Common European Framework of Reference (CEFR). See reverse for proficiencies expected of a C2-level test taker.
- A grade is a statement of the test taker's performance on a particular day and remains valid indefinitely. See reverse for a table of grades and scaled scores.
- A section score of X means the test taker was exempt from that section. A section score of 0 means the test taker did not attempt the section, or their answer was not on topic.
- Test takers who achieve an average score on the four sections of 650 or higher are awarded a Certificate of Competency. Those who achieve scores of 840 or higher in every section are awarded a Certificate of Competency with Honors.
- Michigan Language Assessment reserves the right to update results or test taker information.
- Institutions may verify test results at: [MichiganAssessment.org](https://MichiganAssessment.org).



**Cambridge Assessment  
English**



**UNIVERSITY OF MICHIGAN**

## The Common European Framework

**ECPE**

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**

The Examination for the Certificate of Proficiency in English (ECPE) is a test of general language proficiency and is aimed at the C2 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; C2 is achieved by test takers with advanced language proficiency and is the highest level of language ability described.

ECPE 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 ECPE is an average score of 650. Test takers who achieve a minimum of 650 have demonstrated ability at CEFR level C2. The table below gives examples of typical general language ability in each of the skill areas for test takers at CEFR level C2.

Skill Area	Typical Ability of a C2 Level
<b>Speaking</b>	They are able to make well-structured presentations and take part in a wide variety of conversations, using formal and informal language. They can structure their utterances logically and can use grammatical structures and vocabulary flexibly in order to convey their precise meaning. Where necessary, they can reformulate in order to help their listener to understand.
<b>Writing</b>	They are able to communicate their ideas fully in clear, smoothly flowing language. They can structure their text logically to present an effective argument and can use grammatical structures and vocabulary flexibly in order to convey their precise meaning.
<b>Listening</b>	They are able to understand conversations, debates, and monologues on a wide range of topics, including topics that are abstract and complex. They are comfortable listening to speech delivered at a native-speaker rate, in both formal and informal contexts. As long as there are opportunities to seek clarification, they can understand a wide range of idiomatic expressions and colloquialisms.
<b>Reading</b>	They are able to understand written materials on a wide range of topics, including topics that are abstract and complex. They are able to identify the main idea of a text, and can read quickly to locate important details as well as infer attitudes or make connections between ideas.
<b>Use of English</b>	They are able to maintain a high degree of grammatical accuracy even under time pressure, such as in circumstances where they have limited opportunity to plan their speech or writing. They can use grammatical structures to give emphasis. Similarly, their vocabulary is wide-ranging and flexible, allowing them to convey fine shades of meaning and avoid ambiguity.

## Grades and Scaled Scores

Scaled Score Per Section	Grade
840–1000	Honors (H)
750–835	Pass (P)
650–745	Low Pass (LP)
610–645	Borderline Fail (BF)
0–605	Fail (F)

For more information about ECCE scores, including verification of scores, visit [MichiganAssessment.org](https://michiganassessment.org).