

Aptis

Candidate report

SITORA YADIGAROVA

Candidate name

11/11/2021

Test date

2573259

Candidate reference
number

State Test Centre

Organisation

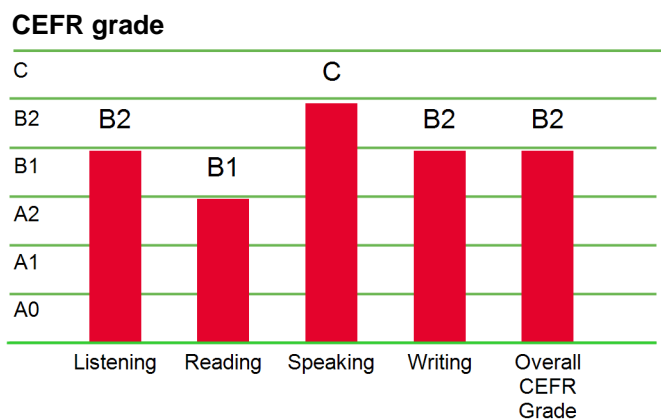
**Aptis For Teachers -
Listening Reading
Speaking Writing**

Test package

Scale score

Skill name	Skill score
Listening	30/50
Reading	30/50
Speaking	48/50
Writing	44/50
Final Scale Score	152
Grammar and Vocabulary	43/50

CEFR skill profile



Please turn over for CEFR skill descriptors.



CEFR Skill Descriptors

Listening

- | | |
|-----------|--|
| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. |
| A2 | Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. |
| B1 | Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. |
| B2 | Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. |
| C | Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed. |

Reading

- | | |
|-----------|---|
| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. |
| A2 | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. |
| B1 | Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. |
| B2 | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. |
| C | Can understand and interpret critically virtually all forms of the written language. |

Speaking

- | | |
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| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can produce simple descriptions on mainly personal topics. |
| A2 | Can give a simple description or presentation of people, living or working conditions, daily routines likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list |
| B1 | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. |
| B2 | Can give clear, systematically developed descriptions and presentations on a wide range of subjects related to his/her field of interest, with appropriate highlighting of significant points, and relevant supporting detail. |
| C | Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. |

Writing

- | | |
|-----------|--|
| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can write simple isolated phrases and sentences. |
| A2 | Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. |
| B1 | Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. |
| B2 | Can write clear, detailed texts on a variety of subjects related to his/her field of interest and shows an ability to use different registers within written texts. |
| C | 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. |