

# Aptis

# Candidate report

**NAFISA AZIZOVA**

Candidate name

**11/11/2021**

Test date

**2573284**

Candidate reference  
number

**State Test Centre**

Organisation

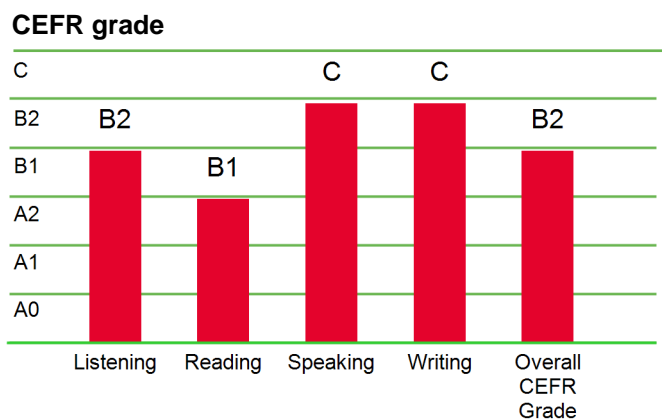
**Aptis For Teachers -  
Listening Reading  
Speaking Writing**

Test package

## Scale score

Skill name	Skill score
Listening	32/50
Reading	34/50
Speaking	47/50
Writing	46/50
Final Scale Score	159
Grammar and Vocabulary	40/50

## CEFR skill profile



Please turn over for CEFR skill descriptors.



# CEFR Skill Descriptors

## Listening

<b>A0</b>	Not enough to allow for any meaningful inferences about the candidate's ability.
<b>A1</b>	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
<b>A2</b>	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
<b>B1</b>	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.
<b>B2</b>	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.
<b>C</b>	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.

## Reading

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

## Speaking

<b>A0</b>	Not enough to allow for any meaningful inferences about the candidate's ability.
<b>A1</b>	Can produce simple descriptions on mainly personal topics.
<b>A2</b>	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
<b>B1</b>	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.
<b>B2</b>	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.
<b>C</b>	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

## Writing

<b>A0</b>	Not enough to allow for any meaningful inferences about the candidate's ability.
<b>A1</b>	Can write simple isolated phrases and sentences.
<b>A2</b>	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
<b>B1</b>	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.
<b>B2</b>	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.
<b>C</b>	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.