

# Aptis

# Candidate report

**ANNA CHULYUKINA**

Candidate name

**11/11/2021**

Test date

**2573253**

Candidate reference  
number

**State Test Centre**

Organisation

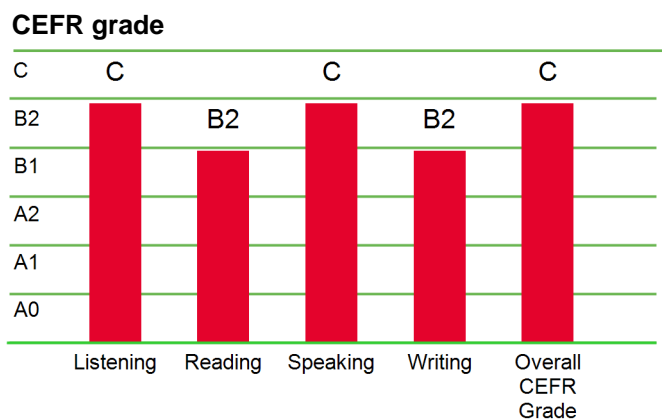
**Aptis For Teachers -  
Listening Reading  
Speaking Writing**

Test package

## Scale score

| Skill name             | Skill score |
|------------------------|-------------|
| Listening              | 40/50       |
| Reading                | 40/50       |
| Speaking               | 48/50       |
| Writing                | 44/50       |
| Final Scale Score      | 172         |
| Grammar and Vocabulary | 45/50       |

## 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.                |