



# STAMP for CEFR Level Descriptors

**STAMP for CEFR Level Descriptors** outline in detail what expectations are placed upon the test takers for performance at any given level. Test takers receive a **score (level)** for each section of the test. The major levels and sub-levels are aligned to the CEFR scale and grouped in the following way: **A Level (Pre-A1, A1, A2), B Level (B1, B2), C Level (C1).**

Level	Read	Write	Listen	Speak
Pre-A1	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>understand/recognize only a few very common words or characters</li> <li>recognize cognates or words similar to words of the first language of the learner</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>create individual words that have no extended meaning</li> <li>produce simple lists of vocabulary, which deal with a simple prompt/task/situation</li> <li>copy/produce a limited number of characters in a character-based language</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>understand only a few very common words when spoken or signed slowly and without any outside interference</li> <li>understand some cognates or words similar to words of the first language of the learner</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>create individual words that have no extended meaning</li> <li>produce simple lists of vocabulary, which deal with a simple prompt/task/situation.</li> <li>state name or give individual word answers to basic formulaic questions</li> </ul>
A1	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>understand some familiar names, words, and very simple phrases</li> <li>recognize some common phrases and greetings</li> <li>identify common signs and understand some simple sentences in notices and posters</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>create meaning by grammatically connecting words like basic subjects and verbs or verbs and objects using phrases and simple sentences</li> <li>respond to topics about everyday life or that have been recently learned in the form of notes, postcards and simple messages</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>understand familiar names, words, and very basic phrases concerning self, family and immediate surroundings when spoken, signed, or played slowly and clearly</li> <li>comprehension is limited to phrases and simple sentence length utterances</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>use simple words and phrases to describe self, home and other basic language centered around immediate environment</li> <li>create meaning by grammatically connecting words like basic subjects and verbs or verbs and objects using phrases and basic sentences</li> </ul>
A2	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>understand very basic strings of sentences with topics such as immediate surroundings, home, school and friends</li> <li>understand the main points in short, non-complicated, emails, letters, advertisements, announcements and some short stories</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>create simple sentences with some added detail, showing variety in sentence structures</li> <li>create a series of independent sentences (ideas) that can be moved around without affecting the overall meaning of the response</li> <li>create writing that shows good control of more basic functions</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>understand main ideas and a few details in sentences, short conversations and some forms of media</li> <li>understand very basic sentences with topics such as immediate surroundings, home, school and friends when the language is clear and spoken or signed at a normal rate</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>create simple sentences with some added detail, showing a variety in sentences forms</li> <li>create independent sentences (ideas) that can be moved around without affecting the overall meaning of the response</li> <li>create language that shows good control of more basic functions and mostly accurate pronunciation</li> </ul>

Level	Read	Write	Listen	Speak
B1	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• understand most main points in texts regularly encountered in work, school, leisure, and everyday language</li> <li>• understand the main points of most daily news stories and magazine articles with areas/topics where I have interest or experience</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• create enough language to show groupings of ideas, which are loosely connected using some transition words</li> <li>• describe experiences and events in everyday life at home, school and in the community</li> <li>• include some basic reasons and explanations with some complex sentences</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• understand main points in conversations and presentations on familiar topics encountered in work, school, and leisure, delivered through a series of sentences</li> <li>• understand the main points of radio or TV programs on current affairs or topics of high interest when the delivery is relatively slow and clear</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• create language that shows groupings of ideas, which are loosely connected using some transition words</li> <li>• describe experiences and events in everyday life at home, school and in the community including narration of past events</li> <li>• show increased fluency and control of some complex language, with accurate pronunciation</li> </ul>
B2	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• read and comprehend longer texts such as short stories/simple novels and understand the main ideas and most details of the stories</li> <li>• guess meaning of many new words from context in unfamiliar texts</li> <li>• understand nuanced writing and writer opinion and viewpoints</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• write clear, detailed, extended texts on a wide range of subjects related to personal interests</li> <li>• create texts that show good control of the language, using a variety of transition and linking words and strategies</li> <li>• write essays and reports with reasons in support of or against a general current topic</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• understand extended speech, conversations and dialogues presented in a series of connected sentences</li> <li>• follow more complex lines of argument provided the topic is reasonably familiar</li> <li>• understand most TV news and current affairs programs and other similar media, which may be unfamiliar</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• create clear, detailed, speeches and presentations on a wide range of subjects including stating of opinion or viewpoints</li> <li>• create language that shows good control of the language, using a variety of transition/linking words and strategies</li> <li>• show increased grammatical accuracy and vocabulary depth and breadth in language</li> </ul>
C1	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• understand long, complex articles and reports concerned with specialized topics including critical viewpoints written with different voice and or style</li> <li>• understand subtleties and nuances of texts on familiar topics</li> <li>• understand some idiomatic uses of language</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• write clear, well-organized texts for a variety of audiences on both social and professional topics</li> <li>• express ideas on a variety of topics using clear, well-organized texts in a style appropriate for the audience</li> <li>• use some technical language showing sophistication of language and vocabulary breadth</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• understand extended speech and lectures, even when the language is somewhat complicated</li> <li>• understand most forms of media with little effort, including some specialized topics and critical viewpoints</li> <li>• understand most colloquial uses of language</li> </ul>	<p><b>At this level, learners are able to:</b></p> <ul style="list-style-type: none"> <li>• deliver clear, well-organized speeches and presentations for a variety of audiences on concrete social and professional topics</li> <li>• express ideas on a variety of topics using clear, well-organized language</li> <li>• use some technical language showing breadth of vocabulary knowledge and usage</li> </ul>