

EVALUACIÓN PRUEBA DE COMPRENSIÓN ESCRITA. NIVELES A2-C1

| | Overall reading comprehension | Reading correspondence | Reading for orientation | Reading for information and argument | Reading instructions |
|----|---|--|--|--|---|
| A2 | <ul style="list-style-type: none"> • Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. | <ul style="list-style-type: none"> • Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics • Can understand short simple personal letters. | <ul style="list-style-type: none"> • Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. | <ul style="list-style-type: none"> • Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. | <ul style="list-style-type: none"> • Can understand regulations, for example safety, when expressed in simple language. |
| B1 | <ul style="list-style-type: none"> • Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. | <ul style="list-style-type: none"> • Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. | <ul style="list-style-type: none"> • Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. | <ul style="list-style-type: none"> • Can identify the main conclusions in clearly signalled argumentative texts. • Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. | <ul style="list-style-type: none"> • Can understand clearly written, straightforward instructions for a piece of equipment |



| | | | | | |
|----|--|--|--|---|--|
| B2 | <ul style="list-style-type: none"> • 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. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. | <ul style="list-style-type: none"> • Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. | <ul style="list-style-type: none"> • Can scan quickly through long and complex texts, locating relevant details. • Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. | <ul style="list-style-type: none"> • Can obtain information, ideas and opinions from highly specialised sources within his/her field. • Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. • Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. | <ul style="list-style-type: none"> • Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections. |
| C1 | <ul style="list-style-type: none"> • Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | <ul style="list-style-type: none"> • Can understand any correspondence given the occasional use of a dictionary. | <ul style="list-style-type: none"> • No descriptor available | <ul style="list-style-type: none"> • Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | <ul style="list-style-type: none"> • Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections. |