

## Wymogi poziomów biegłości językowej CEFR

Poziomy biegłości językowej CEFR mają swoje odzwierciedlenie i są w pełni zdefiniowane w zbiorach deskryptorów (wskaźników) w obrębie wielu różnych kategorii.

Pierwotne deskryptory zarówno dla CEFR, jak i Europejskiego Portfolia Językowego opierały się na wskaźnikach biegłości językowej opracowanych w Szwajcarskim Krajowym Projekcie Badawczym, a jednocześnie opierały się na wcześniejszych specyfikacjach "poziomów progowych" Rady Europy.

**Deskryptory CEFR zostały zaktualizowane i rozszerzone w międzynarodowym projekcie na dużą skalę, w wyniku którego w 2018r. opublikowano: [CEFR Companion Volume with New Descriptors](#) ►.**

Przykładowe zestawy deskryptorów (wskaźników) biegłości językowej CEFR:

C1 CEFR						
READING						
OVERALL READING COMPREHENSION	READING CORRESPONDENCE	READING FOR ORIENTATION	READING FOR INFORMATION AND ARGUMENT	READING INSTRUCTIONS	READING AS A LEISURE ACTIVITY	
<p>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.</p> <p>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.</p>	<p>Can understand any correspondence given the occasional use of a dictionary.</p> <p>Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools.</p> <p>Can understand slang, idiomatic expressions and jokes in private correspondence.</p>	As B2	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>Can read and appreciate a variety of literary texts, provided that he/she can reread certain sections and that he/she can access reference tools if he/she wishes.</p> <p>Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.</p>	
		B2				Can scan quickly through long and complex texts, locating relevant details.
		B2				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.
		B2	Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.			

CEFR GRAMMATICAL ACCURACY	
<b>C2</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
<b>C1</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
<b>B2</b>	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.
<b>B1</b>	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
<b>A2</b>	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
<b>A1</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
<b>Pre-A1</b>	Can employ very simple principles of word order in short statements.

CEFR SPOKEN FLUENCY	
<b>C2</b>	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
<b>C1</b>	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.
<b>B1</b>	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
<b>A2</b>	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
<b>Pre-A1</b>	Can manage very short, isolated, rehearsed, utterances using gesture and signalled requests for help when necessary.