



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



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|----|--|--|--|---|--|
| B2 | <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Can scan quickly through long and complex texts, locating relevant details.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Can obtain information, ideas and opinions from highly specialised sources within his/her field.</li> <li>• Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</li> <li>• Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</li> </ul> | <ul style="list-style-type: none"> <li>• Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.</li> </ul>  |
| C1 | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• Can understand any correspondence given the occasional use of a dictionary.</li> </ul>                            | <ul style="list-style-type: none"> <li>• No descriptor available</li> </ul>  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |