



Certificate of Proficiency in English

This is to certify that

ELENI MICHAEL TSIRI

successfully passed the
Examination for the Certificate of Proficiency in English

A handwritten signature in black ink, appearing to be "SH", is written over a horizontal line.

Sharon Harvey
Chief Executive Officer
Cambridge Michigan Language Assessments



Level: C2

Date of Test: May 22, 2016

Place of Test: Naousa, Greece

Registration #: 8782136597



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



UNIVERSITY OF MICHIGAN

The Common European Framework

The main purpose of the Common European Framework of Reference (CEFR) is to provide a common basis for the elaboration of language syllabi, examinations, and textbooks. The CEFR describes language proficiency at six main levels:

A1–A2 Basic User	B1–B2 Independent User	C1–C2 Proficient User
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The Examination for the Certificate of Proficiency in English (ECPE) is a test of general language proficiency and is aimed at the C2 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe, 2001) (CEFR). The CEFR covers six levels of language proficiency; C2 is achieved by test takers with advanced language proficiency and is the highest level of language ability described.

ECPE test takers receive a scaled score for each section (0–1000) and a total score that is the average of their section scores. The minimum pass mark for the ECPE is an average score of 650. Test takers who achieve a minimum of 650 have demonstrated ability at CEFR level C2. The table below gives examples of typical general language ability in each of the skill areas for test takers at CEFR level C2.

Skill Area	Typical Ability
Speaking	They are able to make well-structured presentations and take part in a wide variety of conversations, using formal and informal language. They can structure their utterances logically and can use grammatical structures and vocabulary flexibly in order to convey their precise meaning. Where necessary, they can reformulate in order to help their listener to understand.
Writing	They are able to communicate their ideas fully in clear, smoothly flowing language. They can structure their text logically to present an effective argument and can use grammatical structures and vocabulary flexibly in order to convey their precise meaning.
Listening	They are able to understand conversations, debates, and monologues on a wide range of topics, including topics that are abstract and complex. They are comfortable listening to speech delivered at a native-speaker rate, in both formal and informal contexts. As long as there are opportunities to seek clarification, they can understand a wide range of idiomatic expressions and colloquialisms.
Reading	They are able to understand written materials on a wide range of topics, including topics that are abstract and complex. They are able to identify the main idea of a text, and can read quickly to locate important details as well as infer attitudes or make connections between ideas.
Use of English	They are able to maintain a high degree of grammatical accuracy even under time pressure, such as in circumstances where they have limited opportunity to plan their speech or writing. They can use grammatical structures to give emphasis. Similarly, their vocabulary is wide-ranging and flexible, allowing them to convey fine shades of meaning and avoid ambiguity.

Detailed results are available on the Score Report.

For more information about ECPE scores, including verification of scores, visit CambridgeMichigan.org.

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