

CEFR Chinese

Language Placement Test





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At TECH we constantly adapt our language study plans in order to incorporate all governmental and regulatory changes; we prepare you for a global society characterized by the unstoppable expansion of new markets, extraordinary cultural, social and linguistic diversity, innovation and technology as a source of opportunities, immediacy and proximity, collaboration and constant change. We prepare you to join this new reality, by helping you achieve linguistic mastery"

tech global
university

CEFR Chinese Language Placement Test

Website: www.techtitute.com/us/school-of-languages/language-placement-test/language-placement-test-cefr-chinese

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01 Welcome

Chinese is undoubtedly the language of the future. Not only because China is an economic and cultural power, but also because of the great number of job opportunities that open up if you know this language. For this reason, and thinking of all those who need to know in a reliable way what their level in this language is, TECH presents this Placement Test. It is a test conducted by a native examiner that will allow the students to know in detail their level of proficiency in Chinese, following the basic criteria for learning any language: reading, writing, listening and speaking.



Presentation video





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Chinese is undoubtedly the language of the future. Don't fall behind and know your level in this language thanks to this TECH assessment"

Introduction

These days it is almost impossible to find a job offer that doesn't include knowledge of other languages as a requirement. This forces professionals to obtain, and be able to certify, a certain level in different languages in order to access the best options in the market. In this context, and especially in the business world, knowing Chinese has become an essential skill. Based on this fact, TECH presents this Placement Test, which allows the students to know in detail their level of proficiency in Chinese.

Thus, with this Placement Test we present a simple but rigorous formula to determine the student's level, performing a personalized test, 100% virtual, at the time of the student's choice and with a comprehensive results report in less than 72 hours.





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It is proven that learning languages increases your Intelligence. Learning a foreign language strengthens the brain's neural networks”

José Antonio Marina.
Philosopher, writer, and teacher.

You will finally be able to show how much Chinese you know.



Flexible and Tailored

The student can choose the time that best suits them. With TECH, the student sets the date!



At Your House or Mine?

TECH performs this personalized test online.



No Waiting

Once the test is completed, the student will obtain their level certificate in less than 72 hours.



02

Is It Important to Know Your Level in a Language?

In the globalized world in which we live, knowing Chinese has become a differential aspect of a professional resume. Moreover, this language is consolidating its position as the business language of excellence in almost all parts of the world. Therefore, this TECH Level Assessment is the ideal starting point for all those who want to include their Chinese competencies on their CV, following each of the 4 common skills for learning any language: writing, speaking, listening and reading.

Thanks to the final report issued by TECH after the test, the students will be able to include solid and accurate information about their Chinese skills on their CV. By doing so, they can position themselves not only at the forefront of any selection process, but also reinforce their profile as a serious candidate who includes realistic skills on their CV.





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Knowing your level accurately is the first step to identify which skills you need to improve and how to prepare yourself objectively to reach the desired level. At TECH we will help you to achieve it”

tech 10 | Is It Important to Know Your Level in a Language?

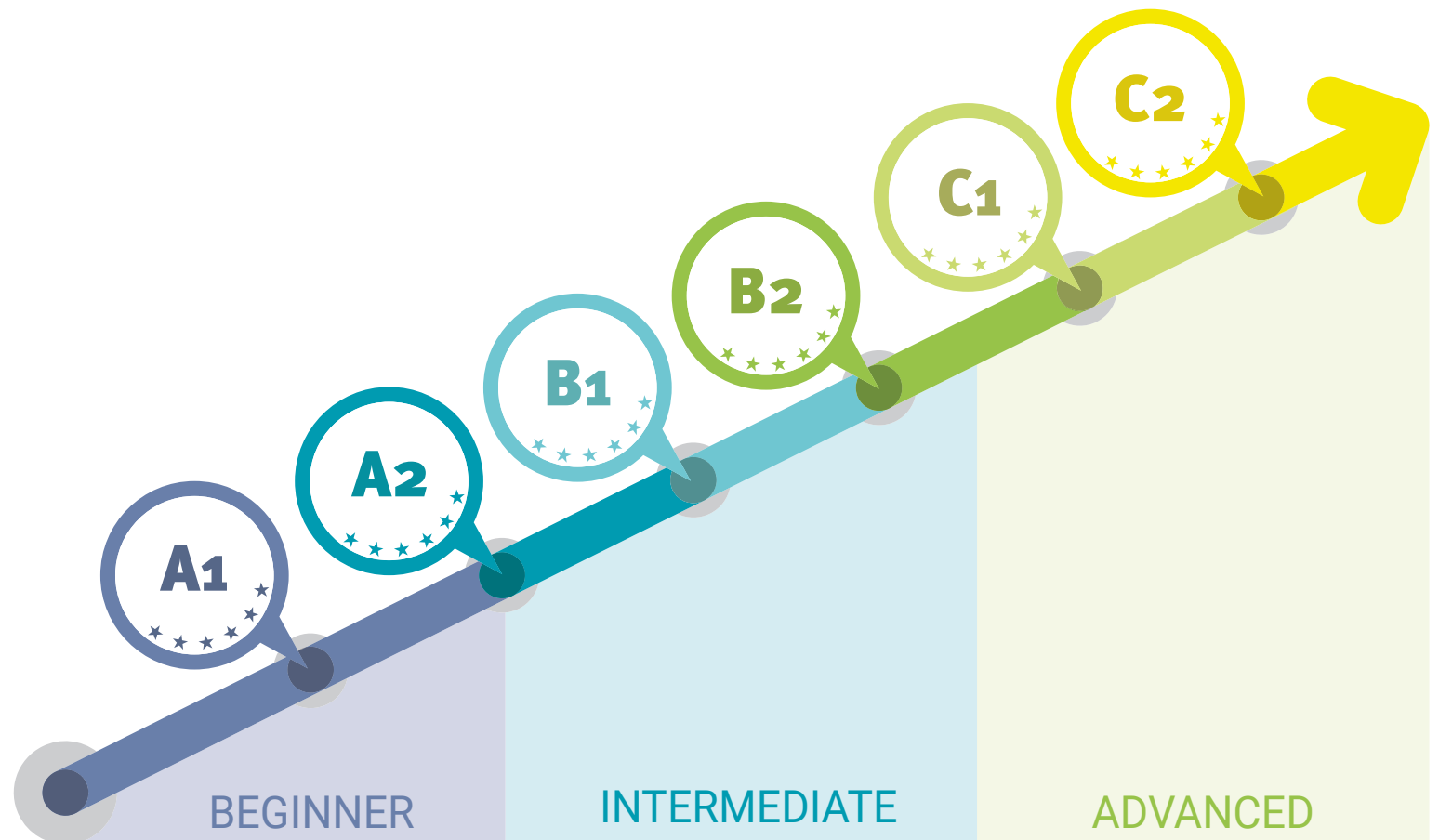
On the other hand, language skills diminish over time if they are not used or maintained. Precisely for this reason, it is well known that companies or institutions may decide not to accept certificates that are more than two years old (even if they are official). In fact, test results such as IELTS are only valid for two years. Therefore, it is important to attach an updated level report, issued by a prestigious institution, such as TECH, to any certificate.

In addition, it is important for students to know their personal level, so that they can set learning objectives, and adequately prepare themselves to achieve the best results in the exam they decide to take.



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Knowing your exact level of Chinese will help you to take on new professional challenges. Don't think twice and sign up for this Level Assessment"



03

What are the CEFR levels?

The Common European Framework of Reference for Languages (CEFR) is part of the Council of Europe's language policy project, providing a common basis for the development of language programs, syllabus guidelines, exams and manuals for learning foreign languages. It also favors international cooperation in the field of modern languages and the mutual recognition of qualifications obtained in different learning contexts.

The CEFR defines the following levels of proficiency:

- ♦ **A1:** Beginner level
- ♦ **A2:** Elementary level
- ♦ **B1:** Intermediate level
- ♦ **B2:** Upper intermediate level
- ♦ **C1:** Advanced level
- ♦ **C2:** Very advanced level



A person with long dark hair, wearing a colorful plaid shirt, is holding a white circular sign. The sign features the word "tech" in a sans-serif font. The letters "t", "e", and "c" are black, while the "h" is composed of four vertical bars in yellow, red, blue, and green. The background of the slide is white with a decorative pattern of thin, light blue wavy lines that flow from the top left towards the right.

tech

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Study and accredit your level in a reputable institution that is 100% compliant with the CEFR criteria"

A1

Breakthrough, which corresponds to what Wilkins called in his 1978 proposal "Formulaic Proficiency", and Trim, in the same publication, "Introductory"

A2

Waystage, which reflects the Council of Europe's content specification

B1

Threshold which reflects the Council of Europe's content specification

B2

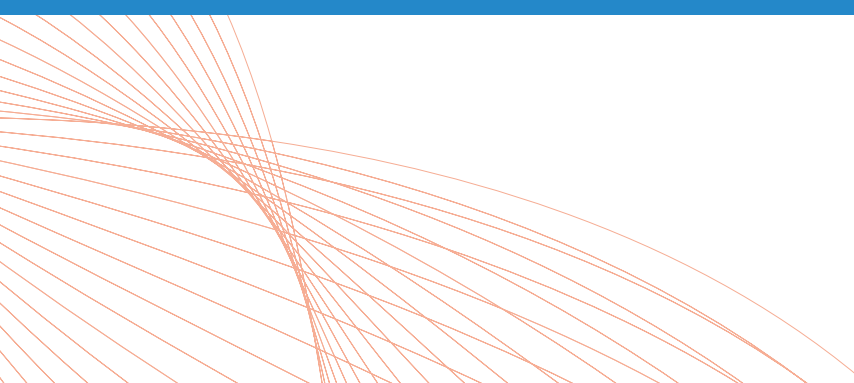
Vantage, which reflects the Council of Europe's third content specification, a level that Wilkins has described as "Limited Operational Proficiency" and Trim as "adequate response to situations normally encountered"

C1

Effective Operational Proficiency, which Trim called "effective proficiency" and Wilkins called "adequate operational mastery", and which represents an advanced level of competence appropriate for more complex work and study tasks

C2

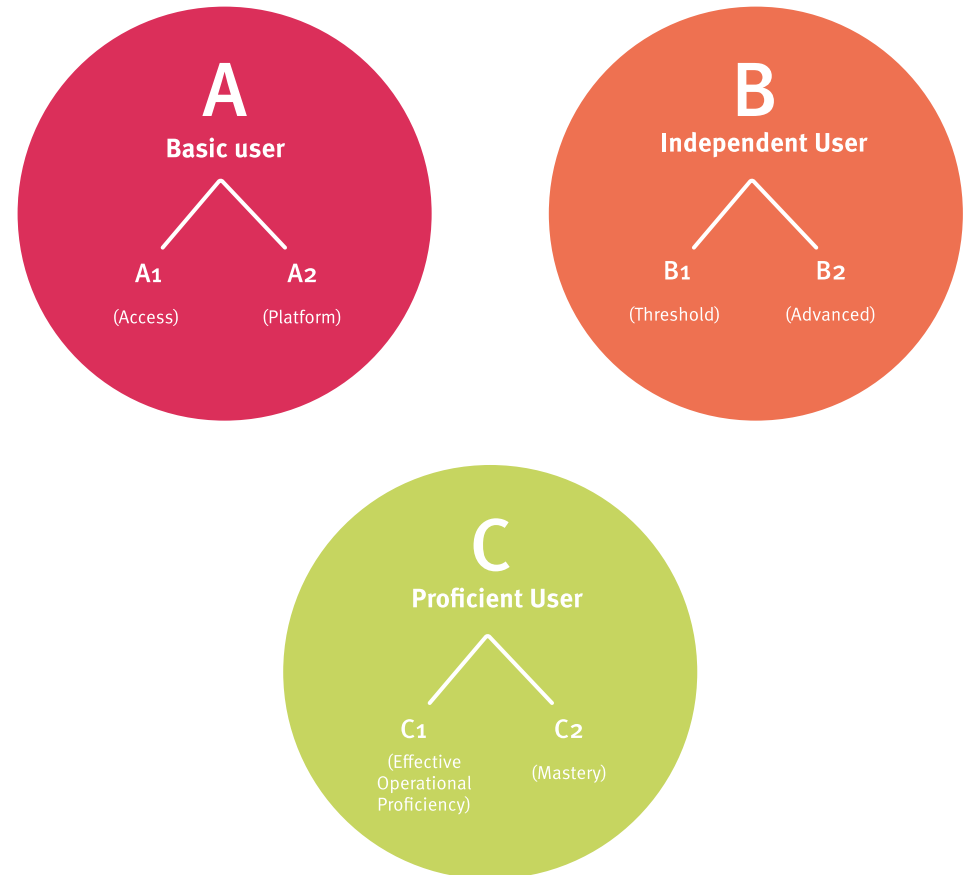
Mastery, (Trim: "Comprehensive mastery"; Wilkins: "Comprehensive Operational Proficiency"), which corresponds to the top examination objective in the scheme adopted by ALTE (*Association of Language Testers in Europe*)





With this placement test, students will know exactly what level they are at according to the CEFR and will also receive detailed information on the specific skills they need to work on in order to continue progressing to the next level.

TECH also helps students pass the exam through intensive preparation courses at all levels.



Self-assessment table of common benchmark levels

Comprehension		A1	A2
Listening	I recognize very basic, commonly-used words and expressions relating to myself, my family and my immediate environment when spoken slowly and clearly.	I can understand sentences and the most common vocabulary on topics of personal interest (very basic personal and family information, shopping, place of residence, employment). I can grasp the main idea of short, clear and simple messages and announcements.	
Reading	I understand familiar words and names and very simple sentences, for example, those on signs, posters and catalogs.	I am able to read very short and simple texts. I can find specific, predictable information in simple, everyday writing such as advertisements, prospectuses, menus and schedules, and I can understand short, simple personal letters.	
Speaking			
Oral Interaction	I can participate in a conversation in a simple way, as long as the other person is willing to repeat what they have said or say it in other words and at a slower speed, and help me formulate what I am trying to say. I ask and answer simple questions on topics of immediate need or very common issues.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information about daily activities and matters. I am capable of very brief social exchanges, although I usually cannot understand enough to keep the conversation going on my own.	
Oral Expression	I use simple expressions and phrases to describe the place where I live and the people I meet.	I use a series of expressions and phrases to describe in simple terms my family and other people, my living conditions, my educational background and my current or last job.	
Writing			
Written Expression	I am able to write short and simple postcards, for example, to send greetings. I know how to fill in forms with personal data, for example, my name, my nationality and my address in a hotel registration form.	I am able to write short and simple notes and messages related to my immediate needs. I can write very simple personal letters, for example, thanking someone for something.	

Self-assessment table of common benchmark levels

Comprehension		B1	B2
Listening		I can understand the main ideas when the speech is clear and normal, and deals with everyday matters that take place at work, at school, during leisure time, etc. I can understand the main idea of many radio or television programs dealing with current affairs or matters of personal or professional interest, when articulation is relatively slow and clear.	I understand long speeches and lectures and even follow complex lines of argument as long as the subject matter is relatively well-known. I understand nearly all the news bulletins on the television and on current affairs programs. I understand most of the movies in which a standard level of language is spoken.
Reading		I understand texts written in a language of habitual and daily use or related to work. I understand the description of events, feelings and wishes in personal letters.	I am able to read articles and reports relating to contemporary problems in which the authors adopt specific positions or points of view. I understand contemporary literary prose.
Speaking			
Oral Interaction		I can handle myself in almost all situations that arise when I travel to places where the language is spoken. I can spontaneously engage in conversation on everyday topics of personal interest or that are relevant to daily life (e.g., family, hobbies, work, travel, and current events).	I can participate in a conversation with a certain degree of fluency and spontaneity, which makes normal communication with native speakers possible. I can actively participate in debates in everyday situations by explaining and defending my points of view.
Oral Expression		I know how to link sentences in a simple way in order to describe experiences and facts, my dreams, hopes and ambitions. I can briefly explain and justify my opinions and projects. I can narrate a story, the plot of a book or movie, and I can describe my reactions.	I present clear and detailed descriptions of a wide range of topics related to my speciality. I know how to explain my point of view on a topic, mentioning the advantages and disadvantages of different options.
Writing			
Written Expression		I am able to write simple and well linked texts on topics that are familiar to me or of personal interest. I can write personal letters describing experiences and impressions.	I am able to write clear and detailed texts on a wide range of topics related to my interests. I can write essays or reports conveying information or proposing reasons to support or refute a particular point of view. I know how to write letters that emphasize the importance I attach to certain facts and experiences.

Self-assessment table of common benchmark levels

Comprehension		C1	C2
Listening	<p>I understand extended speech even when it is not clearly structured, and when relationships are only implicit and not explicitly stated.</p> <p>I understand TV shows and movies without much effort.</p>	<p>I have no difficulty understanding any kind of spoken language, whether in live conversations or in broadcast speeches, even if they are produced at native speaker speed, as long as I have time to familiarize myself with the accent.</p>	
Reading	<p>I can understand long and complex texts of a literary or factual nature, appreciating stylistic distinctions.</p> <p>I understand specialized articles and long technical instructions, even if they are not related to my specialty.</p>	<p>I am able to read with ease virtually all forms of written language, including abstract structurally or linguistically complex texts such as manuals, specialized articles and literary works.</p>	
Speaking			
Oral Interaction	<p>I express myself fluently and spontaneously without clearly having to search for the right expressions.</p> <p>I use language flexibly and effectively for social and professional purposes.</p> <p>I formulate ideas and opinions with precision and relate my interventions skillfully to those of other speakers.</p>	<p>I effortlessly take part in any conversation or debate and I am familiar with idioms, set phrases and colloquial expressions.</p> <p>I express myself fluently and accurately convey subtle nuances of meaning.</p> <p>If I have a problem, I get around the difficulty so discreetly that others hardly notice.</p>	
Oral Expression	<p>I present clear and detailed descriptions on complex topics that include other subjects, developing concrete ideas and ending with an appropriate conclusion.</p>	<p>I present descriptions or arguments clearly and fluently and in a style that is appropriate to the context and with a logical and effective structure that helps the listener to notice and remember important ideas.</p>	
Writing			
Written Expression	<p>I am able to express myself in clear and well-structured texts, making points of view at some length.</p> <p>I can write about complex topics in letters, essays or reports highlighting what I consider to be important aspects.</p> <p>I select the appropriate style for the target audience of my written texts.</p>	<p>I am able to write clear and fluent texts in an appropriate style.</p> <p>I can write complex letters, reports or articles that present arguments with a logical and effective structure that helps the listener to focus on the important ideas and remember them.</p> <p>I write summaries and reviews of professional or literary works.</p>	

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Language school diplomas are only valid in the country where you sit the exam. Not in Europe, or anywhere else in the world. That is why you need a CEFR qualification from TECH: It's valid worldwide!”



04

Why Take a Placement Test with TECH?

TECH has successfully tested thousands of people around the world, from ages 4 and up, and from different backgrounds and professional categories. We have more than 10 years of experience in evaluation tests and our system is the most highly rated after a satisfaction survey carried out among more than 7,000 students.

With a methodology that is unique in the world, and through a pioneering online teaching platform, you will be able to evaluate your level of Chinese in a simple way and adapted to your needs.





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And don't forget that, with TECH, you can take your exam whenever and wherever you want, in person or online, with a tutor during the test, just for you"

What makes us unique



Mission

Our mission is to stimulate the professional and personal development of our students, promoting their skills and abilities so that they are able to adapt to a real and constructive multicultural environment.



Vision

TECH's vision is to be an innovative, academically thorough learning environment of international reference, capable of transmitting values that inspire the transformation of language learning to creative and socially responsible models.

- Innovation and creativity
- Excellence
- Spirit of self-improvement
- Social commitment
- Exclusivity and leadership



Choose TECH!



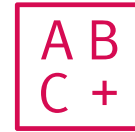
Extensive and established experience in examinations.



Offices in all provinces equipped with state-of-the-art equipment.



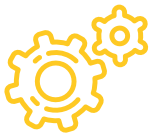
Expert teachers with accredited training in language level assessment.



The most comprehensive reports on the market, which you can include on your CV.



We have the best assessment software.



Technical support team to resolve equipment configuration questions.



05

Our Students' Profiles

Every year, TECH helps thousands of students to obtain qualifications that certify their level of Chinese. Although the interests and motivations of students are different they all have a common goal: to improve and certify their level. To do so, we offer a reliable and thorough level test that adapts to the schedules, personal and work circumstances of each student. A personalized test, based 100% on the competencies established by the Common European Framework of Reference for Languages, which will provide a detailed and personalized report to the student.





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A unique, thorough and totally effective opportunity that only TECH could offer you"

Why are our students interested in taking the placement test?



Academic 25%

- ♦ Access to a university degree
- ♦ Access to doctoral studies
- ♦ Access to an official Master's Degree or postgraduate training program



Educational 13%

- ♦ Continuation of language studies
- ♦ Improve language skills



Personal 12%

- ♦ Improve CV
- ♦ Confirmation of skills



Professional 50%

- ♦ Access to a new position
- ♦ Promotion or job improvement





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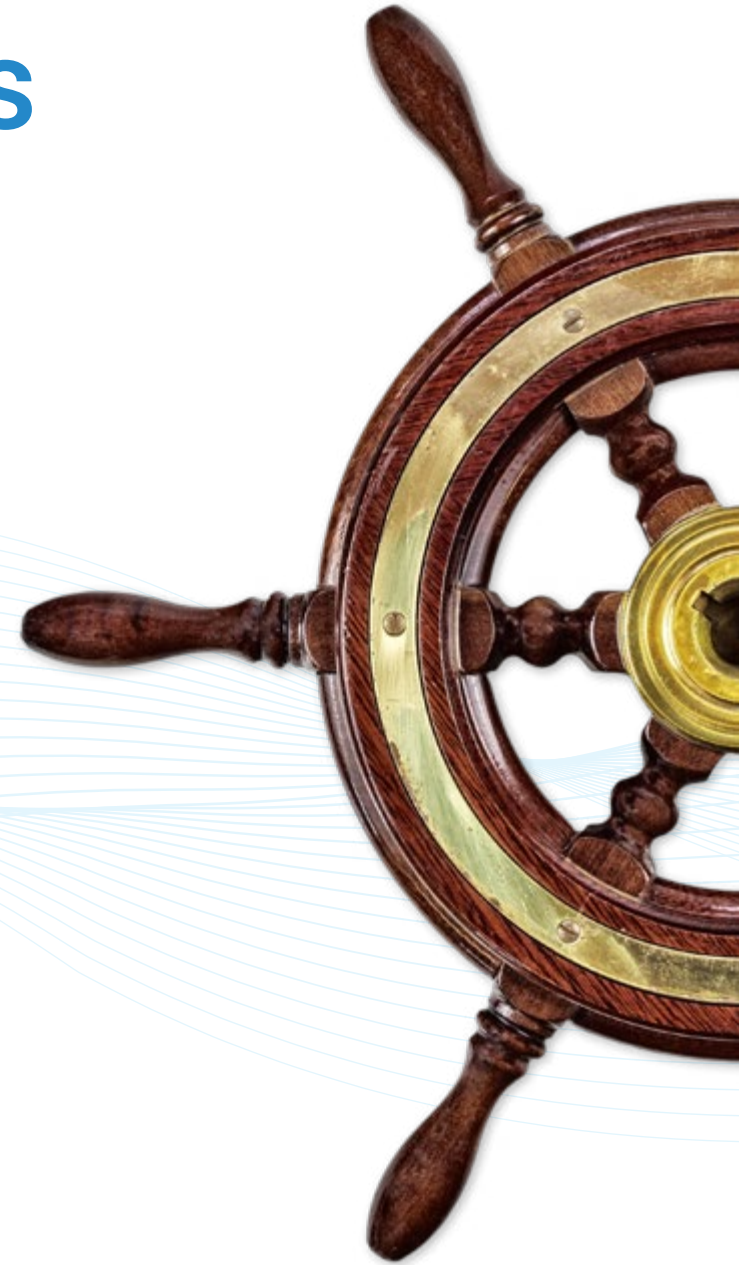
Knowing what skills you have in Chinese will help you make better decisions in the future: whether you want to advance further in the language, or add these skills to your resume, this assessment is definitely for you"

06

The Professional Benefits of Knowing Your Level of Chinese

The first step before preparing for a language placement test is to know, as precisely as possible, what your pre-existing level is.

Some online programs can give an initial approximation, but only the TECH level test will allow the student to know exactly what skills they should be working on improving. In addition, the student will also know the average time they should spend, and what resources and tools they need to do so.





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Chinese is undoubtedly the language of business par excellence. Validating your level in this language will make you stand out and lead you to bigger opportunities"

07

Structure and Content of the Test

The structure, contents and duration of the placement test are described below:

The test lasts 100 minutes and is divided into 4 parts:

- Listening: 20-30 minutes
- Speaking: 10-15 minutes
- Reading: 20-30 minutes
- Writing: 20-30 minutes





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At TECH, you will find the most effective way to improve your communication skills"

The following is a description of the TECH placement test model specifications:

Skills Assessed

The exam consists of four parts designed to assess the candidates' linguistic and strategic abilities in the following skills:

- ♦ Reading
- ♦ Listening
- ♦ Writing This skill is assessed by two examiners
- ♦ Speaking The evaluation will take into account both the spoken presentation and the interaction between the candidates. This skill is assessed in person by two examiners.

Subjects

The subject areas and subcategories used in the placement test are heterogeneous and based on what is described in the CEFR. The following is a list of some of the subject areas and subcategories used so far, which is based on Chapter 7 ("Specific Notions") of the same bibliography used in the writing of the CEFR:

- ♦ Leisure and recreation (free time, hobbies and interests, radio, TV, movies, sports)
- ♦ Travel (public transport, private transport, vacations, lodging, luggage, travel documents)
- ♦ Relations with others (invitations, correspondence, government and politics, social affairs)
- ♦ Health and physical awareness (body parts, personal comfort, hygiene, medical services)
- ♦ Education (school, subjects, grades)
- ♦ Shopping (facilities, food, clothing, fashion, basic necessities, prices)
- ♦ Food and drink (types of food and beverages, eating and drinking away from home)
- ♦ Services (e-mail, telephone, banks, police, hospitals)
- ♦ Places (ask for and give directions to locations)
- ♦ Language (skills, comprehension and expression)
- ♦ Weather (understanding weather forecasts and exchanging information on weather forecasts, climate)



Features of the Texts Used in the Test

The texts are completely authentic. In other words, they are samples of the real language that have not been produced especially for language teaching and may be subject to minimal ad hoc adaptations. Materials are gathered from sources as diverse as the Internet, magazines, newspapers, guidebooks, novels, advertisements, letters, e-mails, etc., which are adapted to the contextual domains of use described by the CEFR.



Assessment Criteria

The scores for each skill are expressed in percentages, which are reflected in the certificate issued to those who pass the test. The requirement for a candidate to be considered eligible for accreditation is to have obtained 50% or more in each of the four skills (reading, speaking, writing and listening), in addition to obtaining an average of at least 60% in the exam as a whole. The different scoring criteria for each of the skills are detailed below:

Listening and Reading Comprehension: Each correct item (minimum of 25 and maximum of 30) equals one point. A candidate's total number of correct items in this skill is weighted to obtain the corresponding score in percentages.

Oral comprehension: same as reading comprehension.

Writing: When marking the two exercises to be carried out by the candidates, the following aspects are taken into account: relevance to the topic, cohesion and coherence, lexis and grammar.

Each aspect is evaluated with a score ranging from 0 to 5 points (maximum total of 20 points). Subsequently, the sum of these grades is weighted to obtain the percentage corresponding to each of the two tests.

Speaking: Once the interview has been completed, the examiners (interviewer and observer) give the test as a whole a score between 0 and 5 points for each of the four aspects evaluated: grammar and vocabulary, speech management, pronunciation and interactive communication.

Each aspect is weighted equally in the assessment of the skills. The total sum is divided by two and weighted, as is the case when marking the writing test. All sessions are recorded.

Types of Tasks

The tasks proposed in this test are designed to assess whether candidates are able to:

- ♦ Understand the main points of clear, standard-language texts dealing with common matters, whether in work, study or leisure situations (reading information brochures, reading billboards, reading text messages, understanding radio or television news)
- ♦ Perform in most situations that may arise during a trip in places where the language is used (identifying timetables and directions through reading or oral interaction, asking for directions, etc.)
- ♦ Produce simple and coherent texts on topics that are familiar to them or in which they have a personal interest
- ♦ Describe experiences, events, desires and aspirations, as well as briefly justify their opinions or explain their plans



In just over 3 hours, a native speaker will review your Chinese skills and give you an in-depth diagnosis of your communicative level in the language"

Description of the Exercises

The details of the exercises for each of the skills are given below:

Reading: It consists of two exercises, each of which is based on reading a text. In turn, these two exercises may be subdivided into up to three different sections according to the type of questions/items contained in them.

So, the first of the two exercises of an exam could include a true or false questions section, a second short answer section, and a third section of multiple choice questions, to mention just one of the different possible configurations.

Listening: It consists of two exercises, each of which is based on listening to a passage that can be repeated up to two times.

Writing: It consists of two writing/composition exercises. The candidate must complete both of them.

Speaking: It consists of four exercises:

- ♦ The first is a conversation about personal information that each of the candidates holds individually with one of the two examiners present at the test
- ♦ The second is an interaction exercise between the two candidates being examined (in order to assess the candidates' ability to interact, they are examined in pairs)
- ♦ In the third exercise, the candidate must sustain a monologue
- ♦ The fourth exercise is a conversation between the two candidates and one of the two examiners present at the test

Number of words

Reading: Minimum of 900 words in total between the texts of the two exercises.

Listening comprehension: Not applicable. An audio text lasting a maximum of five minutes is used for each of the two exercises.

Writing: Candidates will have to produce two texts, one containing between 120 and 150 words and the other between 150 and 180.

Speaking: The instructions provided by the examiner to the candidates at the beginning of each of the four exercises state that no more than 50 words are to be used. In this case, the duration of each of the four exercises, is also relevant: personal conversation between 2 and 3 minutes; interaction between candidates between 2 and 3 minutes; sustained monologue of 3 minutes (one and a half minutes per candidate) and between examiner and candidates 3-minute conversation.

Test duration

The maximum total duration of the test, including the four skills evaluated, will be 100 minutes, distributed in different periods for each part of the test (written comprehension, oral comprehension, written production and oral production).



Reading: between 20 and 30 minutes.

Listening: between 20 and 30 minutes.

Writing: between 20 and 30 minutes.

Speaking: between 10 and 15 minutes.

At the beginning of the assessment for each of the four skills, written instructions are given on the specific examination procedure for each skill.

Materials Used and Test Format

The four tests that make up the exam are designed with a common format that TECH uses expressly for this exam, with the objective of making it easier to read the content and provide answers.

The exam contains separate "question" sheets for each test or skill (with instructions, text, graphics and questions) and a separate answer sheet for each skill, on which candidates must write their answers.



08

Assessment and Report

One of the most attractive aspects of taking TECH's placement test is the comprehensive report that the student receives after completing the test.

In terms of their CV, presenting this report together with their language certificates, if they have them, is a guarantee of transparency and professional honesty, two basic values in the workplace, which are implicitly transmitted when a candidate for any job position has carried out this "language proficiency report" exercise.

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At TECH we follow the criteria of one of the most reputable institutions in the international language field: the CEFR. By studying with us you will know your skills according to their criteria"



Within 48-72 hours of taking the test, you will receive a report with your score broken down as follows:

tech global university

Level Report

This document hereby certifies that

Mr./Ms. _____

Has taken a placement test to evaluate their level of Chinese, and obtained an overall grade of **C1**

Scale score	
Skill Name	Skill score
Listening	38/50
Speaking	40/50
Reading	33/50
Writing	44/50
Final scale score	155/200
Grammar & vocabulary	44/50


 Dr. Pedro Navarro Illana
 Rector

Issued on _____
 Issued in _____
 Certificate date _____
 Identification number _____

Unique TECH Code: AFWOR23S techtitute.com/certificates



CEFR Chinese
Language Placement Test

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