



International English Center  
UNIVERSITY OF COLORADO BOULDER

## Recommendation Form

**To the recommender:** The EducationUSA Academy at the University of Colorado Boulder appreciates your time and candidness as you evaluate the student's English proficiency. Please return this recommendation form to:  
EducationUSA Academy  
University of Colorado Boulder  
Attention: Holly Sroymalai  
Email: [edusaacademy@colorado.edu](mailto:edusaacademy@colorado.edu) Fax: (+1) 303-492-5515

Student's Name: \_\_\_\_\_  
First Name Family Name

Recommender's Name: \_\_\_\_\_  
First Name Family Name

Recommender's Email Address: \_\_\_\_\_

Recommender's Position: \_\_\_\_\_

How long have you known the student? \_\_\_\_\_

Has the student taken the TOEFL test?

- Yes Score: \_\_\_\_\_  
 No

The following questions are based on the **Common European Framework of References (CEFR)** proficiency scales. If you are not familiar with this scale, please refer the descriptions at each level. Please check only one box in each category.

Which statement best describes the student's overall English level?

- advanced (C2)  
 high intermediate (C1)  
 intermediate (B2)  
 low intermediate (B1)  
 high beginner (A2)  
 beginner (A1)

|             | CEFR                           | Overall Speaking Ability  |
|-------------|--------------------------------|---|
| Proficient  | C2<br><input type="checkbox"/> | Can express him/herself spontaneously and very fluently, interacting with ease and skill, and differentiating finer shades of meaning precisely. Can produce clear, smoothly flowing, well-structured descriptions.   |
|             | C1<br><input type="checkbox"/> | Can express him/herself fluently and spontaneously, almost effortlessly, with a smooth flow of language. Can give clear, detailed descriptions on complex subjects. High degree of accuracy; errors are rare.   |
| Independent | B2<br><input type="checkbox"/> | Can interact on a wide range of topics and produce stretches of language with a fairly even tempo. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest. Does not make errors which cause misunderstanding.   |
|             | B1<br><input type="checkbox"/> | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair may be very evident. Can link discrete, simple elements into a connected sequence to give straightforward descriptions on a variety of familiar subjects within his/her field of interest.   |
| Basic       | A2<br><input type="checkbox"/> | Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe simple terms, family, living conditions, and educational background. Uses some simple structures correctly, but may systematically make basic mistakes. |
|             | A1<br><input type="checkbox"/> | Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help. Can manage very short, isolated, mainly pre-packaged utterances. Much pausing to search for expressions and to articulate less familiar words.  |

|             | CEFR                           | Overall Writing Ability  |
|-------------|--------------------------------|--|
| Proficient  | C2<br><input type="checkbox"/> | Can write clear, highly accurate and smoothly flowing, complex texts in an appropriate and effective personal style conveying finer shades of meaning. Can use a logical structure which helps the reader to find significant points.  |
|             | C1<br><input type="checkbox"/> | Can write clear, well-structured and mostly accurate texts of complex subjects. Can underline the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round off with an appropriate conclusion.                             |
| Independent | B2<br><input type="checkbox"/> | Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. Can make a distinction between formal and informal language with occasional less appropriate expressions.                     |
|             | B1<br><input type="checkbox"/> | Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading. |
| Basic       | A2<br><input type="checkbox"/> | Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> , and <i>because</i> . Longer texts may contain expressions and show coherence problems which make the text hard to understand.  |
|             | A1<br><input type="checkbox"/> | Can write simple isolated phrases and sentences. Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand.   |

|             | CEFR                           | Overall Listening Comprehension  |
|-------------|--------------------------------|--|
| Proficient  | C2<br><input type="checkbox"/> | Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.   |
|             | C1<br><input type="checkbox"/> | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. |
| Independent | B2<br><input type="checkbox"/> | Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.          |
|             | B1<br><input type="checkbox"/> | Can understand straightforward factual information about common every day or school related topics, identifying both general messages and specific details, provided speech is clearly articulated and in a generally familiar accent.   |
| Basic       | A2<br><input type="checkbox"/> | Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.   |
|             | A1<br><input type="checkbox"/> | Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.  |

|             | CEFR                           | Overall Reading Comprehension  |
|-------------|--------------------------------|--|
| Proficient  | C2<br><input type="checkbox"/> | Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.   |
|             | C1<br><input type="checkbox"/> | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections.   |
| Independent | B2<br><input type="checkbox"/> | 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. |
|             | B1<br><input type="checkbox"/> | Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.   |
| Basic       | A2<br><input type="checkbox"/> | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or school-related language.  |
|             | A1<br><input type="checkbox"/> | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.   |

Please provide any other information you feel would be helpful in the admission process.

---



---



---

Recommender's Signature: \_\_\_\_\_ Date: \_\_\_\_\_