



## Introduction

### Evaluation Scale of Communicative Competence for Students of Hebrew

The Hebrew Division of Hebrew Language Instruction at the Hebrew University has chosen to describe its action-oriented learning outcomes in terms of both the DiaLang\* and the ALTE \*\* scales, as referred to in the *Common European Framework of Reference for Languages* (CEFR), published by the Council of Europe's language policy department in Strasbourg. These scales served as the basis for constructing "Can do" descriptors for the Modern Hebrew program taught by the Division of Hebrew Language Instruction at the Hebrew University's Rothberg International School.

We focus on the four skills—writing, listening comprehension, speech and reading comprehension using interpersonal communication between the learner and his/her environment: teachers, other learners, and other speakers of Hebrew.

The descriptors in these scales are phrased in terms of "I am able to...", in the spirit of the European scales, since emphasis is placed on the learner's know-how. It is important to note that the tables specify the learner's capabilities upon **completing** each level.

The goals of instruction at the university are not entirely congruent with language courses elsewhere, often primarily intended to prepare the learner for use of the target language in daily life. While the Hebrew University's instruction does put a good deal of emphasis on interpersonal communication, it also focuses on the ability to read and write academic texts and understand academic lectures. That is true particularly of the intermediate and upper levels, in which the learners are by and large enrolled (or soon to be) in the university and are expected to understand lectures and write papers in pursuit of their academic degrees.

It is important to note that we have been operating for many years within a communicative, action-oriented approach, which was not necessarily defined using appropriate terms. This is especially true for the beginner and intermediate levels, where we devote a great deal of attention to conversation and pragmatic communication. This is also true at the upper levels, but for the reasons outlined above, those levels also emphasize the mechanics of academic writing and the strengthening of linguistic building blocks.

The purpose of summarizing the learning outcomes in terms of communicative competence is to increase standardization in evaluating our learners' performance, to better define learning goals for our instructors, and to align the evaluation terminology of the Division of Hebrew Language Instruction at the Hebrew University with the norms and scales accepted today in the field of language instruction worldwide.

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\* A Diagnostic Language Assessment System for Learners

\*\* Association of Language Testers in Europe

	<b>End of Level Aleph – Beginners A1.1</b>	<b>End of Level Aleph – Advanced A1.2</b>	<b>End of Level Bet A2</b>	<b>End of Level Gimel B1</b>	<b>End of Level Dalet B2</b>	<b>End of Level Hé C1.1</b>	<b>End of Level Vav C1.2</b>	<b>Native Speaker C2</b>
<b>Speaking</b>	The learner is able to interact in a simple way on topics related to basic personal details or common, concrete everyday situations, provided others speak slowly and take into account the speaker's limited abilities.	The learner is able to interact, using short, simple sentences in everyday situations, although his/her speech is not fluent. The learner is also able to take part in a conversation or discussion on simple everyday topics that relate to where he/she lives, daily activities, and general personal or professional preferences.	The learner is able to conduct short conversations on everyday topics, such as food, work, entertainment, and the weather, and to express his/her opinion in short, simple terms.	The learner is able to communicate with relative ease in everyday situations, able to describe experiences and events and to relay a short plot. The learner is able to express himself/herself fairly clearly in various discussions on everyday and universal topics and to express himself/herself briefly on academic topics as well.	The learner is able to express himself/herself with relative fluency in an interaction with a native speaker, or to initiate one. The learner is able to participate in discussions on familiar topics and to explain his/her views with relative clarity and fluency.	The learner is able to interact easily and clearly and to conduct a conversation on a range of personal and professional topics. The learner is able to integrate into formal conversations or discussions with relative ease.	The learner is able to interact spontaneously, fluently and effortlessly in long or incidental conversations on any number of topics, in a wide range of situations.	A native speaker has a command of all registers and expresses him/herself lucidly.

<b>Listening Comprehension</b>	<p>The learner is able to understand dialogues, questions, and simple instructions about everyday topics, provided speech is very slow and very clear.</p>	<p>The learner is able to understand the main content of oral input or a recording dealing with everyday situations, and to follow simple instructions given in slow, clear speech.</p>	<p>The learner is able to understand oral input on everyday topics delivered at a near-natural pace, with few repetitions and in clear diction. He/she is able to understand different opinions on a familiar topic.</p>	<p>The learner is able to understand, without great effort, simple everyday speech delivered at a natural pace and brief stories and personal opinions, as long as the diction is clear. He/she is able to understand the main points in a broadcast dealing with current events or with his/her field of interest.</p>	<p>The learner is able to follow conversations and discussions conducted in straightforward language, without slang, on everyday or academic topics, provided they are familiar to him/her. He/she is able to understand regular broadcasts with some effort provided the language is clear and visual aspects support understanding the content.</p>	<p>The learner is able to understand, with almost no assistance, everything said to him/her in standard language. He/She is able to understand extensive speech and follow complex arguments in lectures and in broadcasts.</p>	<p>The learner is able to understand almost all extended speech on concrete and abstract topics and broadcasts of any type provided the language is not unusual (very high register or very colloquial).</p>	<p>A native speaker is able to understand any form of speech delivered in any context/medium.</p>
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<b>Writing</b>	The learner is able to write very short messages of a personal nature.	The learner is able to write letters and messages on everyday topics, to write short instructions, to describe simple actions, and to express an opinion.	The learner is able to write a coherent text with simple factual, experiential, or argumentative content on familiar topics or topics of personal interest.	The learner is able to write a text presenting various points of view and to explain and justify ideas, plans, and actions.	The learner is able to integrate information and arguments from several sources, to write a clear and detailed text on a broad range of topics and to construct a series of substantiated arguments.	The learner is able to develop and support an argument in a systematic fashion, highlighting significant points with the aid of relevant examples.	The learner is able to write articles presenting a detailed study in a logical structure and to adjust the writing style to the target audience.	A native speaker is able to write extremely clear texts of various genres, appropriate for the target audience.
<b>Reading Comprehension</b>	The learner is able to read short, simple texts of approximately 100 words on everyday topics.	The learner is able to understand short texts of approximately 200 words on everyday topics and very simple informative texts.	The learner is able to understand fairly simple informative texts of approximately 300 words and significantly adapted stories.	The learner is able to understand fairly complex expository texts of about 400 words if written clearly, including newspaper excerpts and adapted short stories.	The learner is able to scan long texts and understand the main points in articles in his/her field of interest, to comprehend short stories in original form, and to understand short articles and reports on current events.	The learner is able to read texts of various genres with relative ease, at varying resolutions, to understand complex opinions on a variety of topics in journalistic writing and to understand contemporary prose with little assistance.	The learner is able to read long, complex expository or literary texts of almost any genre and register, including texts dealing with abstract issues.	A native speaker is able to understand complex texts belonging to different genres.

## Skill Specification according to Hebrew Level

### Speaking

End of Level Aleph – Beginners <b>A1.1</b>	I am able to interact in short dialogues in a simple way, speaking slowly about very familiar topics, provided the environment is friendly and others recognize my limitations and are willing to repeat when necessary or help me reformulate.
	I am able to ask simple questions and answer simple questions related to given personal matters, such as “What is your name?” “Where do you live?” “What do you study?” “What do you like to do?” “Who are you talking to?” and “What are you thinking about?”
	I am able to express myself using a very limited vocabulary and a few simple expressions related to concrete, everyday situations; e.g., “Excuse me, do you know where the restrooms are?” or “Is there pasta with tuna?” or “I would like..., pleas.”; or related to describing a place: “The apartment has a small kitchen.”
<b>Summary</b>	<b>The learner is able to interact in a simple way on topics related to basic personal details or common, concrete everyday situations, provided others speak slowly and take into account the speaker’s limited abilities</b>
End of Level Aleph – Advanced <b>A1.2</b>	I am able to describe in short, simple sentences my family, myself, and other people, my housing situation, and my academic background.
	I am able to discuss simple daily situations using short sentences and expressions; e.g., “Thank God, I have a large family” or “It’s great that there are no classes tomorrow.”
	I am able to interact in simple daily situations, such as expressing what I want to eat or drink at a restaurant and communicating with the waiter in simple language, using familiar expressions , such as “I do not drink milk” or “May I have coffee without milk, please?”
	I am able to express myself in short utterances on familiar topics, even though my speech is not fluent; e.g., I can explain why I chose to live in a city or a suburb, etc.
	I am able to ask and answer factual questions on personal and concrete topics; e.g., to make an appointment or to conduct a basic conversation in a store or a market: “Hi, I’m looking for a small backpack for traveling,” or “Maybe you have something less expensive?”

	I am able to participate in a conversation on universal topics, such as customs, family, or travel, as long as the pace of conversation is very slow and the topics are very familiar, such as “New Year's customs in various religions and cultures”
<b>Summary</b>	<b>The learner is able to interact, using short, simple sentences in everyday situations, although his/her speech is not fluent. The learner is also able to take part in a conversation or discussion on simple everyday topics that relate to where he/she lives, daily activities, and general personal or professional preferences.</b>
<b>End of Level Bet A2</b>	<p>I am able to communicate in simple, common tasks such as in an interaction in a store, or receiving or giving instructions to get somewhere “To get to Jaffa Road, go straight and turn right.”</p> <p>I am able to conduct very short conversations on predictable everyday topics, although I cannot always comprehend enough to keep the conversation going.</p> <p>I am able to give advice on familiar, everyday topics, such as where to go shopping or sightseeing, or what to see there.</p> <p>I am able to briefly express my opinion, in a relatively simple fashion on controversial issues, such as the opening of shops on Shabbat, employing common expressions and structures, such as “I don’t agree with... because....”</p> <p>I am able to partially participate in a conversation on general, predictable topics, such as culture, society, and the environment.</p>
<b>Summary</b>	<b>The learner is able to conduct short conversations on everyday topics, such as food, work, entertainment, and the weather, and to express his/her opinion in short, simple terms.</b>
<b>End of Level Gimel B1</b>	<p>I am able to describe in simple terms experiences, events, dreams, and hopes.</p> <p>I am able to present, in brief, reasons and explanations for my opinions in a conversation or discussion.</p> <p>I am able to tell a story or to generally describe the plot of a book or film and to express my opinion about them.</p> <p>I am able to express myself fairly clearly on topics such as family, hobbies, work, travel, and current events and even join in on conversations on such topics.</p> <p>I am able to initiate and maintain simple personal conversations on familiar topics or topics of personal interest. I may need to interrupt occasionally to correct myself or to plan what I’m about to say, especially in longer conversations.</p> <p>I am able to express, in a limited fashion, my opinion on abstract topics and cultural and social topics.</p>

	I am able to give advice in an area with which I am familiar, such as where to buy a computer, what to do on holiday, or what to study.
	I am able, with relative ease, to communicate with service providers in common situations, such as reserving a hotel room or renting an apartment.
	I am able to schedule formal appointments by telephone or face-to-face.
	I am able to conduct a simple negotiation related to my field of studies with the staff of my educational institution, such as the date for submitting papers and their scope or adjusting my timetable.
<b>Summary</b>	<b>The learner is able to communicate with relative ease in everyday situations, able to describe experiences and events and to relay a short plot. The learner is able to express himself/herself fairly clearly in various discussions on everyday and universal topics and to express himself/herself briefly on academic topics as well.</b>
<b>End of Level Dalet B2</b>	I am able to communicate at a level of fluency and spontaneity that enable me to conduct a rather natural interaction with a native speaker.
	I am able to express myself quite fluently yet may hesitate while formulating, in a way noticeable to others.
	I am able to actively participate in a discussion on familiar topics, explaining and justifying my views quite sufficiently.
	I am able to enter unprepared, and with relative ease, into conversations on familiar topics or of personal interest.
	I am able to initiate and lead a conversation on familiar topics and end the conversation appropriately.
	I feel quite comfortable in everyday situations that require responding in real-time even in an unfamiliar environment such as a health clinic or an airport.
<b>Summary</b>	<b>The learner is able to express himself/herself with relative fluency in an interaction with a native speaker, or to initiate one. The learner is able to participate in discussions on familiar topics and to explain his/her views with relative clarity and fluency.</b>
<b>End of Level Hé C1.1</b>	I am able to conduct a conversation on a relatively wide range of personal and professional topics.
	I am able to explain in a discussion an opinion on an everyday or academic topic, presenting the advantages and disadvantages of various viewpoints.

	I am able to formulate ideas and opinions with relative ease and to relate my contribution to those of other speakers.
	I am able to naturally integrate into formal and informal conversations in study seminars, on trips, and at social gatherings of various sorts.
	I am able to give advice in clear and fluent language both on personal topics and on professional issues in my field.
	I am able to present clear, detailed descriptions on a wide range of topics related to my field of interest and to respond to feedback.
<b>Summary</b>	<b>The learner is able to interact easily and clearly and to conduct a conversation on a range of personal and professional topics. The learner is able to integrate into formal conversations or discussions with relative ease.</b>
End of Level Vav C1.2	
	I am able to engage in spontaneous conversation at great length, whether on everyday topics or on abstract, professional or academic topics.
	I am able to participate effortlessly in any discussion or conversation, both in standard and in colloquial language; I have a good command of idiomatic expressions, such as “it appears that...” or “I’m not sure I agree.”.”
	I am able to express opinions on abstract and complex issues and to follow nuance of intention or opinion.
	I am able to respond with appropriate language in most situations I encounter, even in emergencies such as a traffic accident or a medical emergency.
	I am able to present a description or an argument in a clear and fluent fashion, so that the addressee can easily follow and detect the main points.
	I am able to express myself fluently and spontaneously, both on social and professional topics, without noticeable difficulty in accessing the necessary vocabulary. Only a complex topic might slightly impede the fluency of my speech.
	I am generally able to choose the correct wording and register to match the style and discourse level appropriate to a wide range of general, academic, professional, or everyday topics.
	I am able to express myself at a high level with almost no noticeable errors. When I do err, I am able to correct myself immediately.
	I am able to contribute significantly in formal gatherings, such as seminars in my field of study or work, offer complex arguments and defend my views on a given topic.

<b>Summary</b>	<b>The learner is able to interact spontaneously, fluently and effortlessly in long or incidental conversations on any number of topics, in a wide range of situations.</b>
Native Speaker <b>C2</b>	I am able to express myself spontaneously and at length in fluent, natural speech and to convey subtle shades of meaning with precision. If I encounter misunderstanding, I am able to rephrase and restructure my point.
	I am able to very clearly describe complex topics in detail and integrate secondary topics smoothly . to.
	I am able to express myself very clearly, even when I am called upon to employ a variety of high-diction expressions and idioms.
	I am able to produce consistent fluent and coherent discourse, using many and varied cohesive devices.
	I am able to give advice about and discuss complex, sensitive, or controversial topics.
<b>Summary</b>	<b>A native speaker has a command of all registers and expresses him/herself lucidly.</b>

## Listening Comprehension\*

End of Level Aleph – Beginners <b>A1.1</b>	Listening and Interacting
	I am able to understand familiar words related to myself and to my physical environment (name, occupation, residence, nationality) when people speak slowly and clearly <sup>1</sup> and repeat when necessary.
	I am able to understand very basic everyday expressions such as “How are you?” “Good morning” and “Happy holiday,” related to simple, everyday needs, provided speech is clear and slow, diction is very clear, and there are repetitions and long pauses which allow me to understand.
	I am able to understand very short dialogues on everyday topics.
	I am able to understand short, simple questions if they are asked slowly and clearly.
	I am able to understand time expressions, such as the time of day or a schedule, and basic instructions regarding class times, days of the week, and room numbers.
	I am able to understand very short recorded dialogues about predictable everyday topics, provided speech is very slow and clear with many repetitions.
<b>Summary</b>	<b>The learner is able to understand dialogues, questions, and simple instructions about everyday topics, provided speech is very slow and very clear.</b>
End of Level Aleph – Advanced <b>A1.2</b>	I am able to understand short, very common statements directly relevant to my personal life and my immediate environment, such as basic information about myself or my family, provided speech is clear and slow, with long pauses that allow time for comprehension.
	I am able to understand simple directions for getting from one point to another on foot or via public transport.
	I am able to understand short recordings of predictable everyday situations, provided speech is slow and clear with several repetitions.
	I am able to understand the main points in short, adapted recordings of familiar situations.
	I am able to understand numbers, prices, and precise dates and times.
	I am able to understand responses expressed in very simple language in everyday interactions, such as in a store or a restaurant.

<sup>1</sup> Slow, clear speech refers to a manner of speech that takes into account the listener’s limitations.

	I am able to understand simple requests in a familiar context, such as a teacher's instructions regarding a specific task.
<b>Summary</b>	<b>The learner is able to understand the main content of oral input or a recording dealing with everyday situations, and to follow simple instructions given in slow, clear speech.</b>
<b>End of Level Bet A2</b>	<p>I am able to understand speech about familiar topics delivered at a near-natural pace, provided diction is clear. Short interruptions or slight repetition may be needed.</p> <p>I am able to understand enough to be able to <b>respond</b> to questions related to everyday life, provided speech is clear and at a reasonable pace; e.g., I can manage a simple back-and-forth in stores and restaurants and on buses.</p> <p>I am able to understand simple expressions and idioms in standard and colloquial language related to immediate needs; e.g., "Don't worry," "No big deal," and "Perfect, thanks!"</p> <p>I am able to understand the gist of short, simple announcements.</p> <p>I am able to understand clear instructions directed to me at a manageable pace, such as clear and simple walking directions.</p> <p>I am able to understand different opinions on a familiar topic.</p>
<b>Summary</b>	<b>The learner is able to understand oral input on everyday topics delivered at a near-natural pace, with few repetitions and in clear diction. He/she is able to understand different opinions on a familiar topic.</b>
<b>End of Level Gimel B1</b>	<p>I am able to understand the main points made in clear standard speech in everyday situations, such as those one encounters regularly at work, at school, or in one's free time; Sometimes I need to ask for repetition of certain words or expressions.</p> <p>I am able to respond appropriately to information relayed to me in standard language, in a variety of everyday interactions; e.g., renting an apartment, seeking employment.</p> <p>I am able to guess from context the meaning of unfamiliar words and to comprehend the overall meaning if the topic is familiar.</p> <p>I am usually able to understand general announcements and specific details about common, familiar topics, provided speech is standard and clear and the accent is familiar; e.g., an announcement on a train, a change in the date of an exam, a room change.</p> <p>I am able without great effort to understand simple, common conversations, such as in stores or restaurants, although I may need to request repetition or rephrasing.</p>

	I am able to understand the main point in broadcasts supported by visuals, provided the delivery is fairly clear and the content is related to current events or to a topic of interest to me.
	I am generally able to follow clear, brief, natural conversations on familiar topics, such as work, studies, or entertainment, and to understand short stories and personal opinions, as long as diction is clear.
	I am able to understand instructions in class or assignments given by the instructor, as long as the language is clear and standard and the pace is not too fast.
<b>Summary</b>	<b>The learner is able to understand, without great effort, simple everyday speech delivered at a natural pace and brief stories and personal opinions, as long as the diction is clear. He/she is able to understand the main points in a broadcast dealing with current events or with his/her field of interest.</b>
<b>End of Level Dalet B2</b>	I am generally able to follow the main points in long discussions that take place around me on personal, professional, or academic topics, as long as speech is clear and the language standard.
	I am able to understand extended speech and complex arguments as long as the topic is sufficiently familiar and the course of the conversation fairly predictable.
	I am able to understand, with some effort, standard language in a lecture, a face-to-face conversation, or a broadcast, on familiar or unfamiliar topics commonly encountered in personal, professional, or academic settings. Only particularly high register or unclear structures make it difficult for me to understand.
	I am able to understand what is said in interactions that take place, for example, at the airport, at a travel agency, at a party, or in informal encounters.
	I am able to follow many films in which the visuals support understanding of the content, as long as the plot does not involve too many twists and the language is clear.
	I am able to understand public announcements and messages on a variety of issues delivered in standard language and at regular speed.
	I am able to follow detailed instructions (or directions) explaining how to get somewhere.

<b>Summary</b>	<b>The learner is able to follow conversations and discussions conducted in straightforward language, without slang, on everyday or academic topics, provided they are familiar to him/her. He/she is able to understand regular broadcasts with some effort provided the language is clear and visual aspects support understanding the content.</b>
End of Level Hé <b>C1.1</b>	<p>I am able, with some effort, to follow most of what is said around me, but I may well have difficulty effectively taking part in a conversation with a group of native speakers who do not make an effort to adjust their speech.</p> <p>I am able to understand almost everything said to me in standard spoken language. I am able to do so even when there is a bit of background noise.</p> <p>I am able to understand the main ideas in fairly complex speech about concrete and abstract topics, provided they are expressed in standard language.</p> <p>I am able to follow an extended conversation on simple and complex topics beyond my field of specialization, although I may need to ask for certain details to be verified, especially if the accent is not one I am familiar with.</p> <p>I am able to understand long stretches of spoken language and to follow complex arguments, as long as the subject is familiar.</p> <p>I am able to follow the main content of lectures, reports, and other modes of presentation in which the language employed is rich and the ideas complex.</p> <p>I am able to understand TV programs and films with relative ease.</p> <p>I am able to initiate and understand telephone conversations or messages at work.</p>
<b>Summary</b>	<b>The learner is able to understand, with almost no assistance, everything said to him/her in standard language. He/ She is able to understand extensive speech and follow complex arguments in lectures and in broadcasts</b>
End of Level Vav <b>C1.2</b>	<p>I am able to understand enough to follow lengthy speech on abstract and complex topics outside of my field of interest, but I may need to get confirmation of certain details, especially if the accent is unfamiliar.</p> <p>I am able to follow extended speech even when it is not clearly structured, and when context is only alluded to rather than made explicit.</p> <p>I am able to understand idiomatic speech on abstract and complex topics, even if it is quite lengthy.</p>

	I am able to understand natural speech, live or broadcast, on familiar and unfamiliar topics, encountered in private, social, academic, or professional life. Only extreme background noise, absent discourse structure, or the use of idioms of a particularly high or low register are likely to affect my understanding.
	I am able to understand announcements or messages on concrete and abstract topics delivered at normal speed.
	I am able to understand lectures, discussions, and disputes with relative ease.
	I am able to understand the language and follow fairly complex arguments made in academic and professional presentations.
	I am able to understand instructions on simple technical topics, such as instructions for appliances in daily use, technical support guidelines, etc.
<b>Summary</b>	<b>The learner is able to understand almost all extended speech on concrete and abstract topics and broadcasts of any type provided the language is not unusual (very high register or very colloquial).</b>
<b>Native Speaker C2</b>	I am able to understand with ease any sort of speech, live or broadcast, delivered at a fast, natural pace.
	I am able to identify a broad range of cultural and local expressions and able to appreciate changes in register.
	I am able to follow with ease complex interactions between third parties in conversations and group discussions, even on abstract, complex, or unfamiliar topics.
	I am able to follow a fast-paced conversation among native speakers.
	I am able to follow lectures and presentations on professional topics in which there is a wide range of unfamiliar expressions or terminology.
	I am able to understand and follow abstract arguments, such as evaluating alternatives and reaching conclusions.
	I am able to understand complex technical material such as operating instructions or the specifications for familiar products and services.
	I am able to understand a broad range of recorded and broadcast material and to identify fine points, including the speakers' attitudes and what is being implied.
	I am able to identify and understand the information, the attitudes, and the points of view of the speaker in recordings in the vernacular typical of social, professional, and academic life.
	I am able to understand with great ease plays, films, and radio and TV programs.

	I am able to understand with ease jokes, colloquial comments, and cultural references.
	I am able to understand when spoken to in emergency situations, such as an accident, illness, crime, etc.
<b>Summary</b>	<b>A native speaker is able to understand any form of speech delivered in any context/medium.</b>

**\*The term “understand” refers to “the ability to respond either using language or actions (e.g., to perform as requested).”**

## Writing

End of Level Aleph – Beginners <b>A1.1</b>	I am able to write short, simple personal messages, such as greetings in standard forms, employing common expressions such as <i>mazal tov</i> (“congratulations”), <i>derishat shalom</i> (“regards”), and <i>be-hatzlaha</i> “best of luck!”
	I am able to write simple declarative messages; e.g., relaying information about time, date, and place: “On Monday, December 4, at 4:00 PM, we are going to the Israel Museum.”
	I am able to fill in forms with personal information, such as listing my name, my address, and my country of origin.
	I am able to write a short, simple personal message via e-mail, WhatsApp, and more; e.g., I can tell about the city where I live or study: “I live in Eilat. There is a beach there, but there is no university,” or to write a note to a teacher: “Good morning, today I am not coming to class because I am ill.”
<b>Summary</b>	<b>The learner is able to write very short messages of a personal nature.</b>
End of Level Aleph – Advanced <b>A1.2</b>	I am able to write short, simple personal letters based on a given model, such as a thank you note or a note of apology, including appropriate salutation and closing; e.g., “Dear David, many thanks for the delicious dinner. It was fun... Love,....”
	I am able to write descriptions of others, e.g., of my family or friends.
	I am able to write short, basic descriptions of everyday activities and events, such as a description of a trip or a party.
	I am able to write my opinion on simple everyday affairs, such as recommending a travel destination, or expressing an opinion about protecting nature, using expressions like “I think...,” “I don’t agree...”
<b>Summary</b>	<b>The learner is able to write letters and messages on everyday topics, to write short instructions, to describe simple actions, and to express an opinion.</b>
End of Level Bet <b>A2</b>	I am able to write a relatively long personal letter, e.g. describing personal matters, such as what I did on the weekend or what my hobbies are.
	I am able to give a brief description of plans and aspirations for the future, such as where I will study next year and where I will travel.
	I am able to describe my family, my living conditions, my education, and my present or most recent work.

	<p>I am able to write relatively short descriptions of personal experiences and events, including describing feelings; e.g. describing a wedding or other ceremonies.</p> <p>I am able to write a short, cohesive composition that is factual, experiential, or argumentative, on topics that are familiar or of personal interest, such as a letter requesting donations to an organization working to protect animals, or a letter to the editor of a newspaper on the importance of volunteering in the community.</p>
<b>Summary</b>	<b>The learner is able to write a coherent text with simple factual, experiential, or argumentative content on familiar topics or topics of personal interest.</b>
<b>End of Level Gimel B1</b>	<p>I am able to write personal letters describing in detail experiences, feelings, events, or impressions, such as a visit to an exhibition or a nature reserve.</p> <p>I am able to describe dreams, hopes, and aspirations, such as my personal or professional aspirations or how I perceive the future in general.</p> <p>I am able to write, in fairly simple language, a review of a restaurant, a film, an exhibition, etc.</p> <p>I am able to summarize the plot of a level-appropriate book or film and to express my opinion about them.</p> <p>I am able to write a fairly long essay presenting the advantages and disadvantages of a given issue, such as for or against living in a certain place.</p> <p>I am able to explain, in brief, opinions, plans, or actions, such as the causes of a certain population's migration from urban to rural areas.</p> <p>I am able to take notes on familiar or predictable topics of lectures or articles that use simplified Hebrew.</p>
<b>Summary</b>	<b>The learner is able to write a text presenting various points of view and to explain and justify ideas, plans, and actions.</b>
<b>End of Level Dalet B2</b>	<p>I am able to write a CV based on a template to apply for a job or for a program of study.</p> <p>I am able to write a clear and detailed text about a wide range of topics related to my fields of interest, such as a topic from my field of study.</p> <p>I am able to write a coherent essay, integrating information from multiple sources.</p>

	I am able to write letters expressing a range of emotions relating to the personal significance of events or experiences, such as a letter of apology to a person close to me whom I have offended.
	I am able to write a detailed critique on a range of current events.
	I am able to write an essay consisting of a sequence of well-supported arguments, such as convincing the reader that I am an appropriate candidate for a given position.
	I am able to respond to personal or general ideas and problems and suggest various solutions, e.g., offering advice to a friend in need.
	I am able to take notes capturing the main ideas of lectures in my fields of interest.
	I am able to write an essay or a report to transmit vital and basic professional information, such as a lab report.
<b>Summary</b>	<b>The learner is able to integrate information and arguments from several sources, to write a clear and detailed text on a broad range of topics and to construct a series of substantiated arguments.</b>
<b>End of Level Hé C1.1</b>	
	I am able to write a clear and relatively fluent academic text, employing appropriate style.
	I am able to write at length, providing in-depth descriptions, numerous points of view, and expressing my personal opinion, including on complex issues, such as euthanasia.
	I am able to develop an argument systematically, emphasizing significant points and supporting my argument with relevant examples; e.g., writing a review of research in my discipline.
	I am able to adjust style and register for different readers, such as writing a personal letter to a friend <i>versus</i> writing an academic paper.
	I am able to summarize a lecture in my field of interest.
	I am able to summarize the main points made in a professional meeting in my field of interest.
<b>Summary</b>	<b>The learner is able to develop and support an argument in a systematic fashion, highlighting significant points with the aid of relevant examples.</b>
<b>End of Level Vav C1.2</b>	
	I am able to write a clear and fluent text on casual, professional and academic themes, in a style appropriate to the target audience.
	I am able to write summaries of journalistic and literary texts related to my field of interest.

	I am able to write complex letters, reports, or articles with a logical structure that highlights the important points for the reader.
	I am able to write, in clear and precise language, complete summaries of meetings or discussions.
<b>Summary</b>	<b>The learner is able to write articles presenting a detailed study in a logical structure and to adjust the writing style to the target audience.</b>
Native Speaker C2	I am able to write reports, articles, or complex compositions, fluently and with great clarity.
	I am able to write arguments, critiques, and suggestions at every level, appropriate for different readers.
<b>Summary</b>	<b>A native speaker is able to write extremely clear texts of various genres, appropriate for the target audience.</b>

## Reading Comprehension

End of Level Aleph – Beginners <b>A1.1</b>	I am able to read and understand short, simple texts of up to approximately 100 words.
	I am able to understand familiar names, words, very simple expressions, and international terms in short announcements, such as on billboards, in advertisements, and in catalogs.
	I am able to understand short, very simple sentences.
	I am able to understand short, simple announcements, such as the hours when an office or clinic is open, and very simple headlines in newspapers.
	I am able to understand short, simple personal letters.
	I am able to understand the general idea of short, simple texts and dialogues on everyday topics and short, simple descriptions, especially if they contain pictures and visual aids.
	I am able to follow short, simple written instructions.
	I am able to follow simple directions.
	<b>Summary</b>
End of Level Aleph – Advanced <b>A1.2</b>	I am able to read and understand short, simple texts of up to approximately 200 words on personal topics written in everyday language.
	I am able to understand very simple informative texts.
	I am able to understand predictable information found in familiar contexts, such as announcements, advertisements, flyers, menus, and timetables.
	I am able to understand simple, basic announcements, instructions, and information, e.g., in airports, shopping centers, and on restaurant menus.
	I am able to understand general recommendations on everyday topics such as housing, shopping, travel, and entertainment.
	I am able to understand short, simple personal letters and emails containing short descriptions on familiar topics.
	I am able to understand short, simple texts employing very common words relevant to the topic of study, including a number of common international terms.
	<b>Summary</b>
End of Level Bet <b>A2</b>	I am able to read informative texts of approximately 300 words written in fairly simple language and dealing with local culture or culture in general.

	I am able to understand signs and written announcements on everyday topics in public places; e.g., on the street, in restaurants, train stations, and public offices.
	I am able to understand formulaic information on familiar and predictable topics, such as the labels on packaged foods, ordinary menus, street signs, and instructions at ATM machines, if the language is simple.
	I am able to understand personal advice and recommendations on topics such as housing, shopping, travel, and entertainment.
	I am able to read short news items that have been significantly adapted to my Hebrew level.
	I am able to understand, with assistance, short stories significantly adapted.
	I am able to understand texts in colloquial language.
<b>Summary</b>	<b>The learner is able to understand fairly simple informative texts of approximately 300 words and significantly adapted stories.</b>
<b>End of Level Gimel B1</b>	I am able to understand complex expository texts of about 400 words, written clearly, on universal topics, everyday topics, and topics related to my fields of interest.
	I am able to locate and understand general information I need in everyday materials such as letters, brochures, and short official documents, as well as letters expressing personal opinions.
	I am able to understand reasonably well a description of events, feelings, and desires relayed in personal letters.
	I am able to understand suggestions and recommendations in simplified academic contexts.
	I am able to read lightly edited news items.
	I am able to identify significant points in news items on familiar topics.
	I am able to identify the general line of argumentation and the thesis in a text or article, although not always in detail.
	I am able to understand adapted short stories.
<b>Summary</b>	<b>The learner is able to understand fairly complex expository texts of about 400 words if written clearly, including newspaper excerpts and adapted short stories.</b>
<b>End of Level Dalet B2</b>	I am able to read and understand texts of various genres, employing a broad and varied vocabulary, although sometimes I have difficulty with less common words and expressions.
	I am able to scan long texts in order to find specific information I need for completing a task and to understand the main thesis of the text.

	I am able to understand articles and reports related to contemporary problems in which the writer takes a stand.
	I am able to understand the general intent of theoretical articles in my field of interest.
	I am able to understand detailed recommendations on a wide variety of topics.
	I am able to read correspondence related to my field of interest and understand the essential content with relative ease.
	I am able, with guidance, to comprehend short stories in original form.
<b>Summary</b>	<b>The learner is able to scan long texts and understand the main points in articles in his/her field of interest, to comprehend short stories in original form, and to understand short articles and reports on current events.</b>
<b>End of Level Hé C1.1</b>	
	I am able to read long texts of various genres at varying resolutions (extensive or intensive reading), depending on the purpose of reading and the text type.
	I am able to understand professional articles outside my field of specialization intended for a general readership, as long as I can consult a dictionary to verify meaning of specialized vocabulary.
	I am able to read correspondence, reports and professional literature with limited use of a dictionary.
	I am able to read quickly enough to deal with the requirements of an academic course.
	I am able to understand opinions and complex arguments expressed in journalistic writing on a variety of topics.
	I am able to quickly identify what a news report is about, to decide if it is of interest to me and whether to examine it in greater depth
	I am able to understand contemporary prose with little assistance.
<b>Summary</b>	<b>The learner is able to read texts of various genres with relative ease, at varying resolutions, to understand complex opinions on a variety of topics in journalistic writing and to understand contemporary prose with little assistance.</b>
<b>End of Level Vav C1.2</b>	
	I am able to read almost any type of writing in a wide variety of genres and registers, including texts dealing with abstract topics that are structurally or linguistically complex, such as instructional manuals, professional articles, and literary works.
	I am able to understand professional articles and long technical instructions even if they are not related to my field.

	I am able to understand long, complex texts, whether expository or literary, and to appreciate stylistic nuance with limited use of a dictionary.
	I am able to understand complex documents, correspondence, and reports.
<b>Summary</b>	<b>The learner is able to read long, complex expository or literary texts of almost any genre and register, including texts dealing with abstract issues.</b>
Native Speaker <b>C2</b>	I am able to understand long, complex texts, whether expository or literary, and to appreciate stylistic nuance without a dictionary.
	I am able to understand the subtleties of complex texts.
	I am able to approach all sources of information quickly and reliably.
	I am able to understand quite well a rental agreement, including technical details and central legal implications.
<b>Summary</b>	<b>A native speaker is able to understand complex texts belonging to different genres.</b>