

Test of College Academic English CAE

Score Reporting Scale and Functional Proficiency Levels

0 - 9	No Functional Proficiency	The test taker may know something of the language, and may be able to use a few memorized words or expressions, but has essentially no comprehension, and essentially no functional ability at all.
10 - 19	Minimal Functional Proficiency	At a scaled score of 10, the test taker has attained the level described as Minimal Functional Proficiency . This means that the test taker comprehends and uses some simple vocabulary, elementary grammar, and memorized chunks, all relating to immediate needs; and will have begun to recombine these elements in novel ways, but demonstrates only a little functional ability outside the range of their rehearsed routines.
20 - 29	Elementary Social Proficiency	At a scaled score of 20, the test taker has attained the level described as Elementary Social Proficiency . This means that the test taker demonstrates sufficient functional ability to meet basic survival needs, and can meet minimal social requirements in familiar, or high-frequency, social or campus situations.
30 - 39	Developing Social Proficiency	At a scaled score of 30, the test taker has attained the level described as Developing Social Proficiency . This means that the test taker demonstrates sufficient functional ability to meet most social needs in common situations, on common topics, but demonstrates little or no facility with academic or professional topics.
40 - 49	Elementary Academic Proficiency	At a scaled score of 40, the test taker has attained the level described as Elementary Academic Proficiency . This means that the test taker demonstrates sufficient functional ability to meet all routine social demands, and can meet basic, but limited, academic or professional requirements.
50 - 59	Developing Academic Proficiency	At a scaled score of 50, the test taker has attained the level described as Developing Academic Proficiency . This means that the taker demonstrates sufficient functional ability to meet all social and most academic or professional requirements, but has some difficulty with complex or abstract academic language or intellectual discussion.
60 - 69	Independent Academic Proficiency	At a scaled score of 60, the test taker has attained the level described as Independent Academic Proficiency . This means that the test taker demonstrates sufficient functional ability to meet all social and academic requirements in a US college environment, including full participation in undergraduate courses and competence in many graduate courses, as well as competence with the technical language of their own academic field. In a professional situation, the test taker will have the language to function independently and effectively in all important professional activities.
70	Advanced Academic Proficiency	At a scaled score of 70, the test taker has attained the level described as Advanced Academic Proficiency . This means that the test taker demonstrates sufficient functional ability to meet all social and academic requirements for challenging graduate study in a US college, or full participation in a challenging professional environment, using low-frequency abstract language effectively, as well as competence with the technical language both of their own field and some other fields.

Test Content

Texts, Tasks and Topics Used to Assess Each Functional Proficiency Level

0 - 9	No Functional Proficiency	Test tasks do not target this level.
10 - 19	Minimal Functional Proficiency	Texts are very simple; at the word level; often lists, or isolated words. Tasks require recognizing the most high-frequency words, usually nouns. Tasks do not require the user to relate that noun to a verb. Topics are very basic, immediate survival needs.
20 - 29	Elementary Social Proficiency	Texts are sentence level, with very basic grammar, and high-frequency vocabulary. Texts may consist of more than one sentence, but with only the loosest discourse structure. Sentences are joined by conjunctions, with no embedding or subordination—often the sentences can be reordered without affecting the message. Tasks require understanding simple sentences, and tasks, the user must understand how the subject and object relate to the verb. Topics tend to relate to immediate survival needs.
30 - 39	Developing Social Proficiency	Texts are still at the sentence level, with little grammatical complexity, but the sentences tend to be more organized—structured paragraphs are starting to emerge. Tasks still largely consist of understanding simple and compound sentences, but may require understanding and connecting information from more than one sentence. Topics still tend to relate to basic needs, and are very concrete, and usually “in the moment.”
40 - 49	Elementary Academic Proficiency	Texts are longer, with complex sentences, and grammatical subordination. Vocabulary is mainly concrete but not necessarily simple. Texts may require understanding of temporal complexity, using past, present or future. Paragraph use is fully developed, and texts have a coherent structure that ‘tells a story’ or ‘makes a point.’ Tasks require users to understand coherent extended discourse, but the information is fairly concrete and is generally explicit and given in the text. Topics become much broader at this level, but are still rather concrete.
50 - 59	Developing Academic Proficiency	Texts have complex grammar, with sophisticated use of precise vocabulary. Discourse structure is complex and important, The information is not always ordered in a straightforward manner, and there may be some unexpected twists. Tasks will require the user to work much harder to get the message. Topics are still mainly concrete, but they may be on complex, or esoteric topics. Abstract topics are beginning to emerge.
60 - 69	Independent Academic Proficiency	Texts are sophisticated, with a full range of grammar usage, with low-frequency and abstract vocabulary used to express precise and subtle meanings. Tasks often require making subtle distinctions based on sophisticated language use, and will often require users to go beyond the words to make subtle inferences. Topics are abstract, and often with critical evaluation of the subject matter.
70	Advanced Academic Proficiency	Test tasks do not target this level.

Improving Your Score

What to Study to Improve to the Next Proficiency Levels

0 - 9	No Functional Proficiency	<p>At this level students should study the most basic language functions, associated with very basic survival needs. Texts used should be very simple, at the word level; lists, or isolated words; or common fixed expressions. Very simple learned routines are appropriate. Tasks should require using and understanding the most high-frequency words, usually nouns, or the most common fixed expressions.</p>
10 - 19	Minimal Functional Proficiency	<p>At this level students should be studying functions related to immediate needs. Texts used should be simple, with very basic grammar, and high-frequency vocabulary. Texts may consist of more than one sentence, joined by conjunctions, with little or no embedding or subordination, and with only the loosest discourse structure. Tasks should require understanding basic structures in simple sentences, and students should focus on how the subject and object relate to the verb.</p>
20 - 29	Elementary Social Proficiency	<p>At this level still tend to relate to basic needs, and are very concrete, and usually "in the moment."students should still be working mainly with sentence level texts, but the sentences tend to be more organized, but they should be starting working on structured paragraphs or discourse unites.</p> <p>Tasks still largely consist of understanding simple and compound sentences, but may require understanding and connecting information from more than one sentence.</p> <p>Topics</p>
30 - 39	Developing Social Proficiency	<p>Texts are longer, with complex sentences, and grammatical subordination. Vocabulary is mainly concrete but not necessarily simple. Texts may require understanding of temporal complexity, using past, present or future. Paragraph use is fully developed, and texts have a coherent structure that 'tells a story' or 'makes a point.'</p> <p>Tasks require users to understand coherent extended discourse, but the information is fairly concrete and is generally explicit and given in the text.</p> <p>Topics become much broader at this level, but are still rather concrete.</p>
40 - 49	Elementary Academic Proficiency	<p>Texts have complex grammar, with sophisticated use of precise vocabulary. Discourse structure is complex and important, The information is not always ordered in a straightforward manner, and there may be some unexpected twists.</p> <p>Tasks will require the user to work much harder to get the message.</p> <p>Topics are still mainly concrete, but they may be on complex, or esoteric topics. Abstract topics are beginning to emerge.</p>
50 - 59	Developing Academic Proficiency	<p>Texts are sophisticated, with a full range of grammar usage, with low-frequency and abstract vocabulary used to express precise and subtle meanings.</p> <p>Tasks often require making subtle distinctions based on sophisticated language use, and will often require users to go beyond the words to make subtle inferences.</p> <p>Topics are abstract, and often with critical evaluation of the subject matter.</p>
60 - 69	Independent Academic Proficiency	Test tasks do not target this level.
70	Advanced Academic Proficiency	