

CEF describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

Tom Porter's definition of fluency

At the annual Iroquois Language Conference convened by Tom Porter at Kanatsiohareke N.Y. last May, Tom gave the definition and it was agreed by the group to adopt it.

“Fluency can be compared to that water tap over there. If you go and turn it on full blast, that is a fluent speaker, that's how he can talk, like water gushing out of that tap. If it goes drip, drip, drip, like that, then that's a beginner he's just learning and he has to think & try to remember what he's going to say. Turn it on a little more, a little more, it comes out faster everytime. That's the levels in between where he's learning more and more until he can finally turn it on!”

We have applied Tom's definition to the scale of proficiency we plan to use.
(the Global Scale from the Council of Europe)

	level	description
<p>A-Basic Speaker</p> <p>A1 Breakthrough or beginner</p> <p><i>“like a water tap drip, drip, drip, dripping”</i></p>	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	<p>A2 Waystage or elementary</p> <p><i>“like a water tap on just enough to make a stream”</i></p>	A2
<p>B-Independent Speaker</p> <p>B1 Threshold or intermediate</p> <p><i>“like a water tap on slow flow”</i></p>	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	<p>B2 Vantage or upper intermediate</p> <p><i>“like a water tap on medium flow”</i></p>	B2
<p>C-Proficient Speaker</p> <p>C1 Effective Operational Proficiency or advanced</p> <p><i>“like a water tap on full blast” (water gushing out)</i></p>	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	<p>C2 Mastery or proficiency</p> <p><i>“like a water tap on full blast” (water gushing out)</i></p>	C2