

# Linguistic Assessment Report

## (Murilo Carvalho Gripp)

### 1. Overall Communicative Competence (CEFR Level: B2)

Murilo demonstrates a robust command of English, clearly operating at the **B2 (Upper Intermediate)** level with emerging traits of a **C1 (Advanced)** speaker. His language use is independent, effective, and flexible, allowing him to engage in spontaneous, multi-topic, and detailed discussions.

The primary focus of the coaching sessions has strategically shifted from foundational grammar and irregular verbs (typical B1 concerns) to resolving nuanced errors in collocations, idiomatic expressions, and stylistic appropriateness (B2 to C1 concerns). The teacher explicitly noted the student is "getting to this advanced level of correcting little things" and that the next step is to enter the "advanced level".

### 2. Fluency and Coherence

#### Strength:

- **Sustained Narrative and Interaction (B2):** Murilo is highly capable of presenting clear, detailed descriptions on a wide range of subjects, including complex technical topics (e.g., academic exams, moving logistics, engineering) and personal experiences (e.g., trip to São Paulo, first day of university). His spoken production and interaction are sustained, allowing for regular interaction with native speakers "without strain for either party".
- **Proactive Elaboration:** The student successfully takes on challenges to "elaborate with as many details as you can" to achieve greater fluency, an approach the teacher identified as key to progression.

### **Areas for Development (C1 Focus):**

- **Spontaneity and Searching for Expressions:** While fluent, occasional hesitation arises when encountering vocabulary gaps, leading to pauses or the need to describe a concept (e.g., describing a "keychain" as a "plastic thing that I put on my keys", or trying to recall the technical word "overcast"). Achieving C1 requires expressing himself "fluently and spontaneously without much obvious searching for expressions".
- **Cohesion and Connectors:** Murilo successfully "connects phrases in a simple way in order to describe experiences", but the report notes a need for increased consistency in time tenses and structure (coherence).

### **3. Grammatical Accuracy**

#### **Progression:**

- **Tense Consistency (B1 to B2):** An initial area of focus was inconsistency with basic past tenses (e.g., "She buy" corrected to "She bought"; "we wake up" corrected to "we woke up"). By the August session, the focus had shifted to subtle structural errors, such as passive voice constructions (correcting "You can be shot" to "You can be shot at").
- **Complex Forms:** The student attempts and correctly uses more complex forms, such as when describing activities or continuous states in the past ("I was waiting the class start").

### **Areas for Development (B2/C1):**

- **Prepositions and Phrasal Verbs:** Errors persist with idiomatic phrasing involving prepositions and compound verbs (e.g., "since one hour" corrected to "for one hour"; "change the hour" corrected to "change the time/schedule").
- **Adjective/Adverb Usage:** Minor inaccuracies noted in modifying nouns (e.g., "very cheese" corrected to "a lot of cheese" or "very cheesy").

## 4. Lexical Range and Accuracy (Vocabulary)

### Strength:

- **Broad Range (B2):** Murilo possesses a "broad active reading vocabulary" and demonstrates the capacity to discuss diverse topics, from travel and cuisine (Korean food, Japanese "treats") to academic administration ("director," "head of teachers," "one-on-one").
- **Circumlocution:** When specific vocabulary is unknown, Murilo skillfully navigates the gap using description (e.g., describing "overcast" as "the sky is painted of gray"), a key communicative strategy for B2/C1 speakers.

### Areas for Development (C1):

- **Collocations and Register:** The student is working on replacing overly literal or formal translations with natural English collocations, such as correcting "particular meeting" to "one-on-one" or "private conversation" or choosing "warm up" over "cardio" in the context of gym preparation.

## 5. Pronunciation and Sociolinguistic Competence

### Pronunciation (Phonological Competence):

- The September session focused on the phonologically challenging 'th' sound in words like "14th" and "teeth". This targeted work confirms a move past basic phonemes to highly specific sounds that impact clarity, a characteristic of advanced refinement.

### Sociolinguistic/Pragmatic Competence:

- Murilo is aware of appropriate register, as seen in the correction of "questioning" (which has a negative connotation) to the more neutral "asking questions". He also recognized the difference between formal and informal adjective choices for describing a test (e.g., "peaceful" vs. "chill"). This demonstrates good pragmatic control over his speech.

## Week-by-Week CEFR Progression Table

This table charts Murilo's estimated CEFR level progression based on the complexity of the topics, the nature of errors addressed, and the teacher's qualitative feedback throughout the observation period.

Session Date	CEFR Level	Key Indicators & Development Focus
Jul 2025	B1	<b>Intermediate.</b> Focus on recalling past events. Primary issues: Past Tense conjugation consistency (e.g., <i>woke up</i> , <i>bought</i> ), and basic lexical gaps (e.g., <i>keychain</i> , <i>treats</i> ).
Aug 2025	B1+	<b>High Intermediate.</b> Focus on coherent narrative and challenging for elaboration/fluency. Primary issues: Prepositions of duration ( <i>for one hour</i> vs. <i>since one hour</i> ), passive voice structure ( <i>shot at</i> ), and subtle vocabulary choice ( <i>asking questions</i> vs. <i>questioning</i> ).
Sep 2025	B2	<b>Upper Intermediate.</b> Focus shifts to nuance. Primary issues: Specific high-level vocabulary ( <i>overcast</i> ), advanced pronunciation (the 'th' sound), and descriptive circumlocution to bridge lexical gaps. Teacher confirms "advanced level" trajectory.
Oct 2025	B2	<b>Upper Intermediate.</b> Focus on handling multi-topic, technical (university, engineering, moving) conversations with spontaneous interaction. Primary issues: Collocations ( <i>change the time/schedule</i> vs. <i>change the hour</i> ), and accurate non-literal word choice ( <i>one-on-one</i> vs. <i>particular meeting</i> ).
Nov 07, 2025	B2+	<b>Strong Upper Intermediate.</b> Errors are less frequent and center on C1-level stylistic/register awareness ( <i>chill</i> vs. <i>peaceful test</i> ). Demonstrates strong foundational accuracy and confidence in self-expression.