| |
|---|
| **OC15 Aplicar al proceso de certificación de la norma de competencia “orientar formación presencial y/ virtual de acuerdo con procedimientos técnicos y normativa“ o la actualización y aportar el respectivo certificado de aprobación, siempre que esta sea ofertada por la entidad. El plazo máximo de cumplimiento será el mes 8de ejecución contractual”** |
| **CIUDAD Y FECHA: Armenia, 20/09/25** |

| **CLASIFICACIÓN DE LA INFORMACIÓN** | | | | | |
|---|---|---|---|---|---|
| Pública | X | Pública Clasificada | | Pública Reservada | |

**DESCRIPCIÓN DE LA ACTIVIDAD:** Certificado de la norma de competencia laboral. Certificación de pro eficiencia de lengua extranjera (vigente)



**FIRMA:**

**CC: 1094933200**

Libertad y orden
RÉPUBLICA DE COLOMBIA

# El Servicio Nacional de Aprendizaje SENA

*En Cumplimiento del Decreto 1072 de 2015*
*otorga*
*Certificado de Competencia Laboral a*

## MAYRA ALEJANDRA MANJARRES ALARCÓN

Con CÉDULA DE CIUDADANÍA No. 1094933200

Quien demostró su Competencia Laboral en la
*Norma*

**Orientar formación presencial de acuerdo con procedimientos técnicos y normativa - NIVEL INTERMEDIO**

*Código: 240201056 - Versión: 1*

*En testimonio de lo anterior. se firma el presente en ARMENIA. A los once (11) días del mes de Julio de dos mil veintitres (2023)*

Firmado Digitalmente por

César Augusto Ospina P.

1619646 - 11/07/2023
No Y FECHA REGISTRO

CESAR AUGUSTO OSPINA PUERTAS
Subdirector CENTRO DE COMERCIO Y TURISMO
REGIONAL QUINDÍO

Vigencia:
hasta el 11 de Julio de 2026

La autenticidad de este documento puede ser verificada en el registro electrónico que se encuentra en la página web http://certificados.sena.edu.co, bajo el número 95380024020105623 1CC1094933200C.

BRITISH COUNCIL

# Aptis

# Candidate report

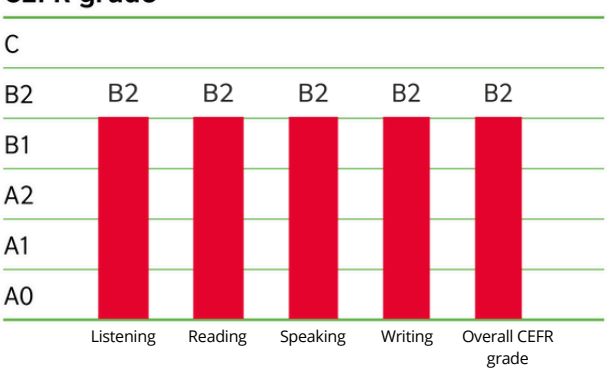
| MAYRA ALEJANDRA MANJARRES ALARCON | 27.01.2025 | Aptis~0364753 |
|---|---|---|
| Candidate name | Test date | Enrolment ID |

| Colombo Americano Ibagué | Aptis for Teachers |
|---|---|
| Organisation | Test package |

## Scale score

| Skill name | Skill score |
|---|---|
| Listening | 34/50 |
| Reading | 44/50 |
| Speaking | 43/50 |
| Writing | 34/50 |
| Final Scale Score | 155/200 |
| Grammar and Vocabulary | 27/50 |

## CEFR skill profile




Please turn over for CEFR skill descriptors.



https://credentials.britishcouncil.org/f78fbd74-53e-45cd-89e4-e76bc3db5c64?key=448db56e3ea521c138962ab37d1cc18a2f5c8029c8693a5fbfa2b386e21e2414

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# CEFR Skill Descriptors

## Listening

| | |
|---|---|
| **A0** | Not enough to allow for any meaningful inferences about the candidate's ability. |
| **A1** | Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. |
| **A2** | Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. |
| **B1** | Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. |
| **B2** | Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. |
| **C** | Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed. |

## Reading

| | |
|---|---|
| **A0** | Not enough to allow for any meaningful inferences about the candidate's ability. |
| **A1** | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. |
| **A2** | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. |
| **B1** | Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. |
| **B2** | 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. |
| **C** | Can understand and interpret critically virtually all forms of the written language. |

## Speaking

| | |
|---|---|
| **A0** | Not enough to allow for any meaningful inferences about the candidate's ability. |
| **A1** | Can produce simple descriptions on mainly personal topics. |
| **A2** | Can give a simple description or presentation of people, living or working conditions, daily routines likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list |
| **B1** | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. |
| **B2** | Can give clear, systematically developed descriptions and presentations on a wide range of subjects related to his/her field of interest, with appropriate highlighting of significant points, and relevant supporting detail. |
| **C** | Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. |

## Writing

| | |
|---|---|
| **A0** | Not enough to allow for any meaningful inferences about the candidate's ability. |
| **A1** | Can write simple isolated phrases and sentences. |
| **A2** | Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. |
| **B1** | Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. |
| **B2** | Can write clear, detailed texts on a variety of subjects related to his/her field of interest and shows an ability to use different registers within written texts. |
| **C** | Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points. |