Demands for effective language acquisition, quality language teaching, standardizing the outcomes of language courses, systematization and standardization of the verification of the level of reached communicative competence and last but not least certifying examinations based on European models have risen dramatically thanks to the growth of cooperation between the states and nations in Europe and thanks to the promotion of plurilingualism, linguistic diversity, mutual understanding, democratic citizenship and social cohesion. It has been mainly the Council of Europe which is concerned with the tasks listed above, and the Common European Framework of Reference (CEFR) has become the umbrella document for “the elaboration of language syllables, curriculum guidelines, examinations, textbooks, etc. across Europe” (CEFR 2001: 1).

In the Czech Republic, European language and educational policies have lately affected language learning, teaching and assessment, Czech for foreigners included. A need and demand for a recognized and reliable examination in Czech according to the European models arose and the Certified Exam in Czech for Foreigners (CCE) was developed at Charles University in Prague. Despite the fact that four reference level descriptions (A1-B2) for Czech were published by 2005 and despite the considerable assistance of international testing organization (e.g. ALTE, IALTA) and materials developed by the Council of Europe, questions concerning the theoretical construct, the format of the examination, its administration and logistics and assessment occurred. The difficulties are to be ascribed mainly to the inflected character of the Czech language, the existence of general colloquial Czech, potential candidates of the examination and interpreting the examination results.

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