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Self-assessment Grid



	A1	A2	B1	B2	C1	C2
 Understanding Verstehen Comprendere	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
 Speaking Sprechen Parlare	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise while travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
 Writing Schreiben Scrivere	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the listener to notice and remember significant points.

Name of Certificate / Qualification:

Language:

		Qualification
Proficient User Kompetente Sprachverwendung	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him / herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Utilisateur expérimenté Usò competente della lingua	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.
Independent User Selbstständige Sprachverwendung	B2	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his / her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Utilisateur indépendant Usò indipendente della lingua	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 while 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 and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User Elementare Sprachverwendung	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his / her background, immediate environment and matters in areas of immediate need.
Utilisateur élémentaire Usò elementare della lingua	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.

The qualifications mentioned have been calibrated to the Common European Framework / Cadre européen commun de référence on the following basis:

Collective judgement by the teaching staff of the institution concerned.	*	
Checking the relationship by comparing examples of learner work with the official performance samples for the Framework Levels.	**	
Comparative studies relating the achievement of learners to their results in examinations already calibrated to the Framework.	***	
Scientific study with statistical analysis of comparative data.	****	

School Stamp

Date

Name des Abschlusses:

Sprache:

Abschluss

Kompetente Sprachverwendung Utilisateur expérimenté	C2	Kann praktisch alles, was er / sie liest oder hört, mühelos verstehen. Kann Sachverhalte und Argumente aus verschiedenen schriftlichen und mündlichen Quellen wiedergeben und in einer kohärenten Darstellung zusammenfassen. Kann sich spontan, sehr fließend und differenziert ausdrücken und auch bei komplexeren Sachverhalten feinere Bedeutungsnuancen deutlich machen.	
Usso competente della lingua Proficient User	C1	Kann ein breites Spektrum anspruchsvoller, auch längerer Texte verstehen und auch implizite Bedeutungen erfassen. Kann sich beinahe mühelos spontan und fließend ausdrücken, ohne öfter offensichtlich nach Worten suchen zu müssen. Kann die Sprache wirksam und flexibel im gesellschaftlichen und beruflichen Leben oder in Ausbildung und Studium gebrauchen. Kann sich klar und gut strukturiert zu komplexen Sachverhalten äussern, etwas ausführlich beschreiben oder berichten und ihre / seine Aussagen inhaltlich und sprachlich verknüpfen.	
Selbstständige Sprachverwendung Utilisateur indépendant	B2	Kann die Hauptinhalte komplexer Texte zu konkreten und abstrakten Themen verstehen; versteht im eigenen Spezialgebiet auch Fachdiskussionen. Kann sich so spontan und fließend verständigen, dass ein normales Gespräch mit einem Muttersprachler oder einer Muttersprachlerin ohne Belastung für beide Sprechenden möglich ist. Kann sich zu einem breiten Themenspektrum klar und detailliert ausdrücken, einen Standpunkt zu einem Problem erklären und die Vor- und Nachteile verschiedener Möglichkeiten angeben.	
Usso indipendente della lingua Independent User	B1	Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht. Kann die meisten Situationen bewältigen, denen man auf Reisen im Sprachgebiet begegnet. Kann sich einfach und zusammenhängend über vertraute Themen und persönliche Interessengebiete äussern. Kann über Erfahrungen und Ereignisse berichten, Träume, Hoffnungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben.	
Elementare Sprachverwendung Utilisateur élémentaire	A2	Kann einzelne Sätze und häufig gebrauchte Ausdrücke im Zusammenhang mit Bereichen von ganz unmittelbarer Bedeutung verstehen (z. B. Informationen zur Person, Einkaufen, Arbeit, nähere Umgebung). Kann sich in einfachen, routinemässigen Situationen verständigen, in denen es um einen unkomplizierten und direkten Austausch von Informationen und um vertraute Themen und Tätigkeiten geht. Kann mit einfachen Mitteln Personen, Orte, Dinge, die eigene Ausbildung und seine / ihre Umwelt beschreiben.	
Usso elementare della lingua Basic User	A1	Kann vertraute, alltägliche Ausdrücke und ganz einfache Sätze verstehen und verwenden, die auf die Befriedigung einfacher, konkreter Bedürfnisse zielen. Kann sich und andere vorstellen und anderen Leuten Fragen zu ihrer Person stellen – z. B. Name, Wohnort, Bekannte, Dinge, die sie besitzen, usw. – und kann auf Fragen dieser Art Antwort geben. Kann sich auf einfache Art verständigen, wenn die Gesprächspartnerinnen oder Gesprächspartner langsam und deutlich sprechen und bereit sind zu helfen.	

Die angegebene Qualifikation wurde auf folgender Basis der Skala des Common European Framework / Cadre européen commun de référence zugeordnet.

Gemeinsame Beurteilung durch die Lehrenden der Institution.	*	
Überprüfung der Zuordnung durch Vergleich von Arbeiten von Lernenden mit den offiziellen Beispielen für die Niveaus.	**	
Vergleichende Untersuchung zum Erfolg von Lernenden mit dem Ergebnis in Prüfungen, deren Zuordnung zur Skala bekannt ist.	***	
Wissenschaftliche Untersuchung mit statistischen Vergleichen.	****	

Echelle globale

Classement des examens et des diplômes d'après les niveaux du Conseil de l'Europe



Nom du diplôme:

Langue:

		Diplôme
Utilisateur expérimenté	C2	Peut comprendre sans effort pratiquement tout ce qu'il / elle lit ou entend. Peut restituer faits et arguments de diverses sources écrites et orales en les résumant de façon cohérente. Peut s'exprimer spontanément, très couramment et de façon différenciée et peut rendre distinctes de fines nuances de sens en rapport avec des sujets complexes.
Kompetente Sprachverwendung	C1	Peut comprendre une grande gamme de textes longs et exigeants, ainsi que saisir des significations implicites. Peut s'exprimer spontanément et couramment presque sans effort, sans trop apparemment devoir chercher ses mots. Peut utiliser la langue de façon efficace et souple dans sa vie sociale et professionnelle ou dans sa formation et ses études. Peut donner son opinion sur des sujets complexes de façon claire et bien structurée, décrire ou rapporter quelque chose en détail, et relier le fond à la forme dans ses déclarations.
Usso competente della lingua		
Proficient User		
Utilisateur indépendant	B2	Peut comprendre le contenu essentiel de sujets concrets ou abstraits dans un texte complexe; comprend une discussion spécialisée dans son domaine professionnel. Peut communiquer avec un degré de spontanéité et d'aisance telle qu'une conversation avec des locuteurs natifs ne comporte de tension ni pour les uns, ni pour l'autre. Peut s'exprimer de façon claire et détaillée sur une grande gamme de sujets, émettre un avis sur un problème, et donner les avantages et les inconvénients de différentes possibilités.
Selbstständige Sprachverwendung	B1	Peut comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de choses familières dans le travail, à l'école, dans les loisirs, etc. Peut se débrouiller dans la plupart des situations linguistiques rencontrées en voyage à l'étranger. Peut donner son opinion de façon simple et cohérente sur des sujets familiers et dans ses domaines d'intérêt. Peut raconter un événement ou une expérience, décrire un rêve, un espoir ou un but et donner de brèves raisons ou explications pour un plan ou une idée.
Usso indipendente della lingua		
Independent User		
Utilisateur élémentaire	A2	Peut comprendre des phrases isolées et des expressions fréquemment utilisées en relation avec des domaines de priorité immédiate (par exemple des informations personnelles, sur des achats, le travail, l'environnement familial). Peut communiquer dans une situation simple et routinière, ne comportant qu'un échange d'informations simple et direct, et sur des activités et des sujets familiers. Peut décrire avec des moyens simples une personne, un lieu, un objet, sa propre formation, son environnement.
Elementare Sprachverwendung	A1	Peut comprendre et utiliser des expressions familières et quotidiennes et des phrases très simples, qui visent à satisfaire des besoins simples et concrets. Peut se présenter ou présenter quelqu'un et poser à une personne des questions la concernant – par exemple son nom, son lieu d'habitation, ses relations, ses biens, etc. – et peut répondre au même type de question. Peut communiquer de façon simple, si l'interlocuteur / trice parle lentement et distinctement et se montre coopératif/ve.
Usso elementare della lingua		
Basic User		

La qualification donnée selon l'échelle du Common European Framework / Cadre européen commun de référence a été classée de la manière suivante:

Evaluation collective par le corps enseignant de l'institution.	*	
Contrôle du classement par la comparaison du travail de l'apprenant/e avec les exemples officiels pour ce niveau.	**	
Recherche comparative de la réussite d'apprenant(e)s avec le résultat des examens dont le classement sur l'échelle est connu.	***	
Recherche scientifique avec comparaison statistique.	****	

Timbre de l'école

Date

Scala globale

Classificazione di esami e diplomi secondo i livelli del Consiglio d'Europa



Titolo del diploma:

Lingua:

Diploma

<p>Uso competente della lingua</p> <p>Kompetente Sprachverwendung</p> <p>Utilisateur expérimenté</p> <p>Proficient User</p>	<p>C2</p> <p>È in grado di capire senza difficoltà praticamente tutto quello che legge o ascolta. È in grado di riportare fatti correnti e argomenti provenienti da diverse fonti scritte e orali riassumendoli in un'esposizione coerente. È in grado di esprimersi in modo spontaneo, scorrevole e differenziato e di chiarire inoltre le sottili sfumature di senso inerenti a fatti complessi.</p>	
<p>Uso indipendente della lingua</p> <p>Selbstständige Sprachverwendung</p> <p>Utilisateur indépendant</p> <p>Independent User</p>	<p>B2</p> <p>È in grado di capire il contenuto essenziale di testi complessi su argomenti astratti e concreti e di comprendere una discussione specializzata inerente alla sua professione. Sa comunicare con un grado di scorrevolezza e di spontaneità tali da permettere un'interazione normale con chi parla la propria lingua madre, senza generare tensioni da entrambe le parti. È in grado di esprimersi in modo chiaro e dettagliato su una vasta gamma di argomenti e di spiegare un punto di vista su un problema fornendo i vantaggi e gli inconvenienti delle diverse possibilità.</p>	
<p>Uso elementare della lingua</p> <p>Elementare Sprachverwendung</p> <p>Utilisateur élémentaire</p> <p>Basic User</p>	<p>A2</p> <p>È in grado di capire frasi isolate ed espressioni usate frequentemente in relazione ad ambiti con un significato immediato (p.es. informazioni su persone, acquisti, lavoro, ambiente circostante). È in grado di comunicare in una situazione semplice e abituale che comporti uno scambio di informazioni semplice e diretto su temi e attività familiari. È in grado di descrivere, con l'ausilio di mezzi semplici, una persona, un luogo, un oggetto, la propria formazione e il suo ambiente.</p>	
	<p>A1</p> <p>È in grado di capire e utilizzare espressioni familiari e quotidiane e frasi molto semplici che alludono al soddisfacimento di bisogni semplici e concreti. È in grado di presentare se stesso o qualcun altro e porre a una persona domande che la riguardano – p.es. il suo nome, il suo luogo di abitazione, gli oggetti che possiede ecc. – e può rispondere allo stesso tipo di interrogativi. È in grado di comunicare in maniera semplice, a condizione che l'interlocutrice o l'interlocutore parli lentamente e in modo chiaro e si mostri disposto ad aiutare chi parla.</p>	

La qualifica indicata si basa sulla scala del Common European Framework / Cadre européen commun de référence e sui seguenti criteri di valutazione.

Valutazione collettiva da parte del corpo insegnante dell'istituzione.	*	
Controllo della classificazione attraverso il confronto del lavoro svolto dalla studentessa / dallo studente con gli esempi ufficiali per questo livello.	**	
Ricerca comparativa dei risultati positivi di studentesse o studenti con gli esiti degli esami di cui si conosce la classificazione sulla scala.	***	
Ricerca scientifica con confronti statistici.	****	

Timbro della scuola

Data

Examination Description



The word "certificate" in relation to the Portfolio is defined to include only those qualifications awarded on the basis of an examination.

Name of Certificate : _____
Language : _____
Examining Institution : _____
Date and place Certificate awarded : _____

Please check off the following list. Multiple entries are possible. Give additional information if appropriate.

Type of certificate	<input type="checkbox"/> Language Certificate (e.g. FCE, DELF / DALF, ICC / WBT etc.) <input type="checkbox"/> Language assessment accounted for only part of the certificate (e.g. Baccalaureate, Professional qualification, University degree etc.)
Test papers	<input type="checkbox"/> Oral assessment (Duration: _____) <input type="checkbox"/> Written papers (Duration: _____)
Oral assessment	<input type="checkbox"/> Interview <input type="checkbox"/> Group interaction
Oral assessment consisted of	<input type="checkbox"/> Short talk plus discussion <input type="checkbox"/> Discussion of one of a number of given topics <input type="checkbox"/> Answering questions <input type="checkbox"/> Other : _____
Written papers consisted of	<input type="checkbox"/> Listening comprehension of authentic audio recordings <input type="checkbox"/> Listening comprehension of authentic video recordings <input type="checkbox"/> Listening comprehension of : _____ <input type="checkbox"/> Reading comprehension of literary texts <input type="checkbox"/> Reading comprehension of factual texts <input type="checkbox"/> Writing <input type="checkbox"/> "Composition" <input type="checkbox"/> Commentary on texts. Putting a point of view <input type="checkbox"/> Other : _____ <input type="checkbox"/> Further written papers <input type="checkbox"/> Grammatical exercises <input type="checkbox"/> Vocabulary exercises <input type="checkbox"/> Translation into target language <input type="checkbox"/> Other : _____
Support during written papers	<input type="checkbox"/> Use of a dictionary allowed <input type="checkbox"/> Use of a dictionary not allowed
Supplementary information about the exam	<input type="checkbox"/> Mock tests available <input type="checkbox"/> Leaflets and information brochures available <input type="checkbox"/> Further information available from the following address : _____ _____ _____ _____

Description prepared by : _____
on : _____
Signature : _____

Beschreibung der Prüfung

Als Zertifikate im Sinne des Portfolios gelten nur Ausweise, die auf Grund einer Prüfung ausgestellt werden.



Bezeichnung des Zertifikats:

Sprache:

Institution, die das Zertifikat ausstellt:

Ort und Datum der Ausstellung:

Bitte ankreuzen, Mehrfachnennungen sind möglich, gegebenenfalls nähere Angaben machen.

Art des Zertifikats

- Sprach(en)zertifikat (z. B. FCE, DELF / DALF, ICC / WBT usw.)
- Sprachprüfung bildet nur einen Teil des Zertifikats (z. B. Maturitätsausweis, beruflicher Fähigkeitsausweis, Universitätsdiplom usw.)

Prüfungsteile

- Mündliche Prüfung (Dauer:)
- Schriftliche Prüfung (Dauer:)

Mündliche Prüfung

- Einzelprüfung
- Gruppenprüfung

Mündliche Prüfung umfasst

- Kurzreferat und Diskussion
- Diskussion über eines oder mehrere Themen
- Beantwortung von Fragen
- Anderes:

Schriftliche Prüfung umfasst

- Hörverstehen mit authentischem(n) Tondokument(en)
- Hörverstehen mit authentischem(n) Videodokument(en)
- Hörverstehen mit:

- Leseverstehen mit literarischem Text
- Leseverstehen mit Sachtext
- Schreiben
- «Aufsatz»
- Textkommentar, Stellungnahme
- Anderes:

- Weitere Teile der schriftlichen Prüfung
- Grammatikaufgaben
- Wortschatzaufgaben
- Übersetzung in die Zielsprache
- Anderes:

Hilfsmittel bei der schriftlichen Prüfung

- Gebrauch eines Wörterbuches erlaubt
- Gebrauch eines Wörterbuches nicht erlaubt

Zusätzliche Informationen zur Prüfung

- Modelltests erhältlich
- Merkblätter, Informationsbroschüre erhältlich
- Weitere Informationen bei folgender Adresse:

Beschreibung ausgestellt von:

am:

Unterschrift:

Description de l'examen

Dans le Portfolio, ne seront pris en compte que les attestations fournies sur la base d'un examen.



Nom du certificat :

Langue :

Institution ayant établi le certificat :

Lieu et date d'obtention du certificat :

Veillez cocher une ou plusieurs cases et, le cas échéant, donner des indications plus précises.

Type de certificat

- Certificat de langue (par exemple FCE, DELF/DALF, ICC/WBT, etc.)
- Examen de langue ne constituant qu'une partie de certificat (maturité / baccalauréat, certificat de capacité professionnelle, diplôme universitaire, etc.)

Parties de l'examen

- Examen oral (Durée:)
- Examen écrit (Durée:)

Examen oral

- Examen individuel
- Examen en groupe

Examen oral composé de

- Bref exposé et discussion
- Discussion sur un ou plusieurs sujets
- Réponses à des questions
- Autre :
.....

Examen écrit composé de

- Compréhension orale avec document(s) audio authentique(s)
- Compréhension orale avec document(s) vidéo authentique(s)
- Compréhension orale avec :
.....
- Compréhension écrite avec texte littéraire
- Compréhension écrite avec texte factuel
- Ecrire
- «Rédactions»
- Commentaires de textes, prises de position
- Autre :
.....
- Autres parties de l'examen écrit
- Exercices de grammaire
- Exercices de vocabulaire
- Traduction dans la langue-cible
- Autre :
.....

Ouvrages de référence pour l'examen écrit

- Permission d'utiliser un dictionnaire
- Interdiction d'utiliser un dictionnaire

Informations supplémentaires sur l'examen

- Tests-modèles disponibles
- Notices, brochures d'information disponibles
- Plus d'informations à l'adresse :
.....
.....
.....

Description établie par :

le :

Signature :

Descrizione dell'esame

Nel Portfolio valgono come certificati solo gli attestati che vengono rilasciati in seguito a un esame.



Nome del certificato:

Lingua:

Istituzione che rilascia il certificato:

Luogo e data del rilascio del certificato:

Segnalare con una crocetta una o più caselle ed eventualmente fornire indicazioni più precise.

Tipo di certificato

Certificato/i linguistico/i (p.es. FCE, DELF / DALF, ICC / WBT, ecc.)

Esame di lingua che costituisce solo una parte del certificato (p.es. maturità, certificato di capacità professionale, diploma universitario, ecc.)

Parti dell'esame

Esame orale (Durata:)

Esame scritto (Durata:)

Esame orale

Esame individuale

Esame di gruppo

L'esame orale comprende

Breve relazione e discussione

Discussione su uno o più temi

Risposte a delle domande

Altro:

L'esame scritto comprende

Comprensione orale con documento/i audio originale/i

Comprensione orale con documento/i video originale/i

Comprensione orale con:

Comprensione scritta di un testo letterario

Comprensione scritta di un testo d'attualità

Scrittura

«Componimento»

Commento del testo, presa di posizione

Altro:

Altre parti dell'esame scritto

Esercizi di grammatica

Esercizi di vocabolario

Traduzione nella lingua prefissata

Altro:

Mezzi ausiliari per l'esame scritto

Utilizzo consentito di un dizionario

Utilizzo non consentito di un dizionario

Informazioni supplementari inerenti all'esame

Modelli di test disponibili

Appunti, prospetti informativi disponibili

Ulteriori informazioni al seguente indirizzo:

Descrizione rilasciata da:

Data:

Firma:

Attestation



Attestation of a Language Learning Stay Abroad
Bestätigung über einen Aufenthalt im fremden Sprachgebiet
Attestation de séjour linguistique dans une région de langue étrangère
Attestato di soggiorno linguistico in una regione di lingua straniera

Language
Sprache
Langue
Lingua

In
Aufenthalt in
Séjour à
Soggiorno a

from
in der Zeit vom
du
dal

to
bis
au
al

Type of stay
Art des Aufenthalts
Type de séjour
Tipo di soggiorno

- attending a state / private school
Besuch einer öffentlichen oder privaten Schule
fréquentation d'une école publique / privée
frequenza di una scuola pubblica / privata
- attending a language school
Besuch einer Sprachschule
fréquentation d'une école de langues
frequenza di una scuola di lingue
- staying as a guest in a family (perhaps on a holiday exchange programme)
als Gast in einer Familie (evtl. Ferienaustausch)
comme hôte dans une famille (év. échange pendant les vacances)
come ospite in una famiglia (ev. scambio durante le vacanze)
- short-term work experience
Praktikum
stage
stage
- work experience
Arbeitsaufenthalt
séjour professionnel
soggiorno professionale
- other
Anderes
autre
altro

Comments
Bemerkungen
Remarques
Osservazioni

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.....

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Place / Date
Ort / Datum
Lieu / Date
Luogo / Data

Stamp of School / Institution / family
Stempel der Schule / Institution / Familie
Timbre de l'école / institution / famille
Timbro della scuola / istituzione / famiglia

Self-assessment Checklist

Level **A1**

2
3.1

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).
Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level A1.



Listening

I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.

I can understand simple directions how to get from X to Y, by foot or public transport.

I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.

I can understand numbers, prices and times.

	Me	My teacher / another	My objectives
	1	2	3



Spoken Interaction

I can introduce somebody and use basic greeting and leave-taking expressions.

I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.

I can make simple purchases where pointing or other gestures can support the verbal reference.

I can handle numbers, quantities, cost and time.

I can ask people for things and give people things.

I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.

I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".

I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

	1	2	3



Spoken Production

I can describe where I live.

	1	2	3

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
1	2	3	



Reading

- I can understand the essential items on a menu.
- I can understand information about people (place of residence, age, etc.) in newspapers.
- I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.
- I can identify some pieces of information (for example the price of goods) in a leaflet, a brochure or an advertisement.
- I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).
- I can understand words and phrases on signs encountered in everyday life (for instance "station", "car park", "no parking", "no smoking").
- I can understand some indications on sign boards in shopping-centres such as "cosmetics", "foods", "sports", "computers".
- I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.
- I can understand simple directions such as "keep left", "no right turn".
- I can understand short simple messages on postcards, for example holiday greetings.
- In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".



Writing

- I can fill in a questionnaire with my personal details (job, age, address, hobbies).
- I can write a greeting card, for instance a birthday card.
- I can write a simple postcard (for example with holiday greetings).
- I can write a note to tell somebody where I am or where we are to meet.
- I can write sentences and simple phrases about myself, for example where I live and what I do.

a Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

If you have over 80% of the points ticked, you have probably reached Level A2.



Listening

I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.

I can recognise phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).

I can catch the main point in short, clear, simple messages and announcements.

Me
My teacher / another
My objectives

1 2 3



Spoken Interaction

I can make simple transactions in shops, post offices or banks.

I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.

I can get simple information about travel.

I can order something to eat or drink.

I can make simple purchases by stating what I want and asking the price.

I can ask for and give directions referring to a map or plan.

I can ask how people are and react to news.

I can make and respond to invitations.

I can make and accept apologies.

I can say what I like and dislike.

I can discuss with other people what to do, where to go and make arrangements to meet.

I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.

I can ask and answer questions in conversation, and respond to simple statements.

1 2 3

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
Spoken Production	1	2	3
I can describe myself, my family and other people.			
I can describe where I live.			
I can describe my educational background, my present or most recent job.			
Strategies	1	2	3
I can ask for attention.			
I can indicate when I am following.			
When I don't understand something, I can very simply ask the speaker to repeat what they said.			
Language Quality	1	2	3
I can make myself understood using memorised phrases and single expressions.			
I can link groups of words with simple connectors like "and", "but" and "because".			
I can use some simple structures correctly.			
I have a sufficient vocabulary for coping with simple everyday situations.			
Reading	1	2	3
I can read a very short message about a concrete event and understand what happened when and where.			
I can identify important information in messages or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.			
I can understand a very short narrative on everyday topics if written in simple language.			
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			
I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.			
I can understand advertisements where firms present new products or make special offers and understand the main points.			
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.			
I can identify some pieces of information in short, simple, factual texts (for example the results in the sports section of a newspaper) and understand some expressions, for example in the illustrated weather forecast.			



Spoken Production

- I can describe myself, my family and other people.
- I can describe where I live.
- I can describe my educational background, my present or most recent job.

Strategies

- I can ask for attention.
- I can indicate when I am following.
- When I don't understand something, I can very simply ask the speaker to repeat what they said.

Language Quality

- I can make myself understood using memorised phrases and single expressions.
- I can link groups of words with simple connectors like "and", "but" and "because".
- I can use some simple structures correctly.
- I have a sufficient vocabulary for coping with simple everyday situations.



Reading

- I can read a very short message about a concrete event and understand what happened when and where.
- I can identify important information in messages or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.
- I can understand a very short narrative on everyday topics if written in simple language.
- I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.
- I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.
- I can understand advertisements where firms present new products or make special offers and understand the main points.
- I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.
- I can identify some pieces of information in short, simple, factual texts (for example the results in the sports section of a newspaper) and understand some expressions, for example in the illustrated weather forecast.

a Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).
Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B1.



Listening

I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.

I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.

I can listen to a short narrative and form hypotheses about what will happen next.

Me	My teacher / another	My objectives
1	2	3



Spoken Interaction

I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.

I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.

I can cope with less routine situations on public transport e.g. asking a passenger where to get off for an unfamiliar destination.

I can ask for and follow detailed directions.

I can sometimes take the initiative in a conversation (e.g. to bring up a new subject) but I am very dependent on my partner in the interaction.

I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

I can enter unprepared into conversations on familiar topics.

I can agree and disagree politely.

I can give or seek personal views and opinions in an informal discussion with friends.

I can make my opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do.

Me	My teacher / another	My objectives
1	2	3

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
Spoken Production	1	2	3
I can narrate a story.			
I can give detailed accounts of experiences, describing feelings and reactions.			
I can describe dreams, hopes and ambitions.			
I can explain and give reasons for my plans, intentions and actions.			
I can give straightforward descriptions on a variety of familiar subjects within my field of interest.			
I can relate the plot of a book or film and describe my reactions.			
I can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.			
I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			
Strategies	1	2	3
I can repeat back part of what someone has said to confirm that we understand each other.			
I can ask someone to clarify or elaborate what they have just said.			
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".			
Language Quality	1	2	3
I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.			
I can convey simple information of immediate relevance, getting across which point I feel is most important.			
I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.			
I can express myself reasonably accurately in familiar, predictable situations.			



Spoken Production

- I can narrate a story.
- I can give detailed accounts of experiences, describing feelings and reactions.
- I can describe dreams, hopes and ambitions.
- I can explain and give reasons for my plans, intentions and actions.
- I can give straightforward descriptions on a variety of familiar subjects within my field of interest.
- I can relate the plot of a book or film and describe my reactions.
- I can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
- I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.

Strategies

- I can repeat back part of what someone has said to confirm that we understand each other.
- I can ask someone to clarify or elaborate what they have just said.
- When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".

Language Quality

- I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.
- I can convey simple information of immediate relevance, getting across which point I feel is most important.
- I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.
- I can express myself reasonably accurately in familiar, predictable situations.

b Self-assessment Checklist

Language: _____

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*



Reading

	Me	My teacher / another	My objectives
	1	2	3
I can understand the main points in short newspaper articles about current and familiar topics.			
I can read and sufficiently understand factual texts written in a simple language and for a wide public and which deal with topics within my field of interest or my area of academic or professional speciality.			
I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.			
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.			
I can skim short texts (for example short messages) and find relevant facts and information (for example who has done what and where).			
I can extract relevant information from short official texts meant for the public (for example school rules or municipal regulations).			
I can understand the most important information in short simple everyday information brochures.			
I can understand simple messages and standard letters (for example from businesses, clubs or authorities).			
In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.			
I can recognise the most important standard letters (for example in a computer correspondence programme) and understand them well enough to adapt them to my needs.			
I can understand literary texts with a basic vocabulary and a simple straightforward plot.			
I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
	1	2	3



Writing

I can write on topics which are familiar to me or which interest me personally in a simple and clearly structured way.			
I can write straightforward connected texts on a range of topics within my field of interest and can express personal views and opinions.			
I can write short simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.			
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			
I can describe in a personal letter the plot of a film or a book or give an account of a concert.			
In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.			
I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).			
I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.			
I can write my CV in summary form.			
I have a sufficiently large range of vocabulary to write on most topics concerned with my everyday life (family, interests) in a relatively fluent and easily comprehensible way.			
I can write texts on topics which are familiar to me, highlighting the points which I consider important.			

a Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).
Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B2.



Listening

	Me	My teacher / another	My objectives
	1	2	3
I can understand in detail what is said to me in standard spoken language even in a noisy environment.			
I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.			
I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.			
I 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 my field of specialisation.			
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.			



Spoken Interaction

	1	2	3
I can initiate, maintain and end discourse naturally with effective turn-taking.			
I can with some confidence exchange considerable quantities of detailed factual information on matters within my fields of interest.			
I can convey degrees of emotion and highlight the personal significance of events and experiences.			
I can engage in extended conversation in a clearly participatory fashion on most general topics.			
I can take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, evaluating proposals and making and responding to hypotheses.			
I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			
I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.			
I can carry out a prepared interview, checking and confirming information, following up interesting replies.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
Spoken Production	1	2	3
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.			
I can construct a chain of reasoned argument, linking my ideas logically.			
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
I can speculate about causes, consequences, hypothetical situations.			
Strategies	1	2	3
I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.			
I can make a note of "favourite mistakes" and consciously monitor speech for them.			
I can generally correct slips and errors if I become conscious of them or if they have led to misunderstandings.			
Language Quality	1	2	3
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.			
I can pass on detailed information reliably.			
I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for patterns and expressions, there are few noticeably long pauses.			
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			



Spoken Production

- I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.
- I can understand and summarise orally the plot and sequence of events in an extract from a film or play.
- I can construct a chain of reasoned argument, linking my ideas logically.
- I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- I can speculate about causes, consequences, hypothetical situations.

Strategies

- I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.
- I can make a note of "favourite mistakes" and consciously monitor speech for them.
- I can generally correct slips and errors if I become conscious of them or if they have led to misunderstandings.

Language Quality

- I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
- I can pass on detailed information reliably.
- I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for patterns and expressions, there are few noticeably long pauses.
- I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.

b Self-assessment Checklist

Language: _____

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*



Reading

	Me	My teacher / another	My objectives
	1	2	3
I can read independently and make selective use of the relevant reference works.			
I can read a variety of factual and literary texts and summarise the content orally, commenting on the main topics and the different points of view.			
I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
I can read longer articles on current topics, distinguishing between facts, opinions and conclusions.			
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.			
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.			
I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.			
I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.			
I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.			
I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.			
I can scan factual texts written for a wide public (for example the history of aviation), select the relevant parts and, given the use of a dictionary, read them in detail.			
I can read novels, plays and short stories, following the flow of thoughts and actions and thus understanding the overall meaning and many details.			
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.			

Use the following symbols:

In columns 1 and 2


✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
	1	2	3
 Writing			
I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.			
I can write summaries of articles on topics of general interest.			
I can summarise information from different sources and media.			
I can discuss or debate a topic in a composition, giving reasons for or against a specific point of view and explaining the advantages and disadvantages of different alternatives.			
I can systematically discuss a topic in a composition or report, emphasising decisive points and including supporting details.			
I can express a viewpoint in a working paper or a dossier and can briefly list positive and negative points.			
I can write fairly long and easily comprehensible stories.			
I can write about events and real or fictional experiences in a detailed and easily comprehensible way.			
I can write a short review of a film or a book.			
I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.			
I can write a letter to the editor making a statement in favour of or against a point of view.			
I can write on topics within my field of interest in an easily comprehensible and generally correct way.			
I have a relatively large vocabulary which enables me to write on everyday topics and topics within my field of interest in a detailed way.			

a Self-assessment Checklist

Language: _____

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Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level C1.



Listening

	Me	My teacher / another	My objectives
	1	2	3
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.			
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.			
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.			
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.			
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.			
I can without too much effort understand films employing a considerable degree of slang and idiomatic usage.			



Spoken Interaction

	1	2	3
I can keep up with an animated conversation between native speakers.			
I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.			
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.			
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

Me	My teacher / another	My objectives
----	----------------------	---------------



Spoken Production

I can give clear, detailed descriptions of complex subjects.

I can orally summarise long, demanding texts.

I can present orally a comprehensive description or report, integrating themes, developing particular points and rounding off with an appropriate conclusion.

I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.

Strategies

I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.

I can relate own contribution skilfully to those of other speakers.

I can substitute an equivalent term for a word I can't recall without distracting the listener.

Language Quality

I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.

I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.

I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.

	1	2	3
Spoken Production			
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can present orally a comprehensive description or report, integrating themes, developing particular points and rounding off with an appropriate conclusion.			
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.			
Strategies			
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.			
I can relate own contribution skilfully to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			
Language Quality			
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.			
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.			
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.			

a Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).
Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level C2.



Listening

I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

	Me	My teacher / another	My objectives
	1	2	3



Spoken Interaction

I can take part effortlessly in all conversations and discussions with native speakers.

	Me	My teacher / another	My objectives
	1	2	3



Spoken Production

I can understand and summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

	Me	My teacher / another	My objectives
	1	2	3

Strategies

I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

	Me	My teacher / another	My objectives
	1	2	3

b Self-assessment Checklist

Language: _____

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*



Writing

I can write well structured and easily comprehensible reports and articles on complex topics.

In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.

I can write a well structured review of a paper or a project giving reasons for my opinion.

I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).

I can write summaries of factual texts and literary works.

I can write narratives about experiences in a clear, fluent style appropriate to the genre.

I can write clear, well structured complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.

In a letter I can express myself in a consciously ironical, ambiguous and humorous way.

I can express slight nuances of meaning and consciously exploit ambiguity and the connotation of particular expressions.

I can reformulate ideas in a flexible way in order to hold the reader's attention, by using a variety of linguistic techniques to highlight or express something in a different way.

	Me	My teacher / another	My objectives
	1	2	3
I can write well structured and easily comprehensible reports and articles on complex topics.			
In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.			
I can write a well structured review of a paper or a project giving reasons for my opinion.			
I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).			
I can write summaries of factual texts and literary works.			
I can write narratives about experiences in a clear, fluent style appropriate to the genre.			
I can write clear, well structured complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.			
In a letter I can express myself in a consciously ironical, ambiguous and humorous way.			
I can express slight nuances of meaning and consciously exploit ambiguity and the connotation of particular expressions.			
I can reformulate ideas in a flexible way in order to hold the reader's attention, by using a variety of linguistic techniques to highlight or express something in a different way.			

