

Self-assessment Checklist

Language:

Starting date:

Ending date:

Use this checklist to record what you think you can do at the beginning of your self-directed learning project (Column 1 = initial skills). Then mark those things that you cannot yet do which you feel are important for you in this project (Column 2 = Objectives). At the end of your project assess again what you think you can do (Column 3 = final skills).
Add to the list other things that you can do, or that are important for your language learning at this level.

Level **A1**

Use the following symbols:

In columns 1 and 3

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 2

- ! 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 on 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.



Reading

- 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 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", "keep left").
- I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.
- I can follow short simple written directions (e.g. how to go from X to Y).
- 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".



Spoken Interaction

- I can introduce somebody and use basic greeting and leave-taking expressions.
- I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- 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 what I say.
- 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".

	My initial skills	My objectives	My final skills
Listening	1	2	3
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 on 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.			
Reading	1	2	3
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 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", "keep left").			
I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.			
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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".			
Spoken Interaction	1	2	3
I can introduce somebody and use basic greeting and leave-taking expressions.			
I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.			
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 what I say.			
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".			



Spoken Production	1	2	3
I can give personal information (address, telephone number, nationality, age, family, and hobbies)			
I can describe where I live.			

Strategies	1	2	3
I can say when I don't understand.			
I can very simply ask somebody to repeat what they said.			
I can very simply ask somebody to speak more slowly.			



Writing	1	2	3
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.			

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Add to the list other things that you can do, or that are important for your language learning at this level.

Level **A2**

Use the following symbols:

In columns 1 and 3

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 2

! 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 generally identify the topic of discussion around me when people speak slowly and clearly.
- I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).
- I can grasp the main point in short, clear, simple messages and announcements.
- I can understand the essential information in short recorded passages dealing with predictable everyday matters provided they are spoken slowly and clearly.
- I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.



Reading

- I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.
- 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 find the most important information on leisure time activities, exhibitions, etc. in information leaflets.
- I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).
- I can understand simple user's instructions for equipment (for example, a public telephone).
- I can understand feedback messages or simple help indications in computer programmes.
- I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.



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 by 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.

	My initial skills	My objectives	My final skills
Listening	1	2	3
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 generally identify the topic of discussion around me when people speak slowly and clearly.			
I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).			
I can grasp the main point in short, clear, simple messages and announcements.			
I can understand the essential information in short recorded passages dealing with predictable everyday matters provided they are spoken slowly and clearly.			
I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.			
Reading	1	2	3
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.			
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 find the most important information on leisure time activities, exhibitions, etc. in information leaflets.			
I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).			
I can understand simple user's instructions for equipment (for example, a public telephone).			
I can understand feedback messages or simple help indications in computer programmes.			
I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.			
Spoken Interaction	1	2	3
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 by 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.			



	1	2	3
Spoken Production			
I can describe myself, my family and other people.			
I can describe where I live.			
I can give short, basic descriptions of events.			
I can describe my educational background, my present or most recent job.			
I can describe my hobbies and interests in a simple way.			
I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).			
Strategies			
I can ask for attention.			
I can indicate when I am following a conversation.			
I can very simply ask somebody to repeat what they said.			
Language Quality			
I can make myself understood by 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 sufficient vocabulary to cope with simple everyday situations.			
Writing			
I can write short, simple notes and messages.			
I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).			
I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.			
I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can write simple sentences, connecting them with words such as "and", "but", "because".			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			



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Add to the list other things that you can do, or that are important for your language learning at this level.

Level **B1**

Use the following symbols:

In columns **1 and 3**



- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column **2**

- ! 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.

		My initial skills	My objectives	My final skills
	Listening	1	2	3
	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.			
	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.			
	I can grasp the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.			
	I can understand simple technical information, such as operating instructions for everyday equipment.			
UNI	I can understand the main points of a discussion on familiar matters within my own field (e.g., in a seminar, at a round table, or during a television discussion), provided that the participants speak clearly and use standard language.			
UNI	I can take notes on the main points of a lecture which are precise enough for my own use at a later date, provided the topic is within my field of study and the talk is clear and well-structured.			
	Reading	1	2	3
	I can understand the main points in short newspaper articles about current and familiar topics.			
	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 news summaries) and find relevant facts and information (for example who has done what and where).			
	I can understand simple messages and standard letters (for example from businesses, clubs or authorities).			
	In private letters and e-mails I can understand what is dealing with events, feelings and wishes well enough to correspond regularly with a friend.			
	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.			
UNI	I can identify the main conclusions in clearly written argumentative texts.			
UNI	I can read straightforward factual texts on subjects related to my field and interests at a satisfactory level of understanding.			
UNI	I can scan longer texts in my field in order to locate desired information and also to gather information from different texts or parts of a text in order to complete a specific task.			
	Spoken Interaction	1	2	3
	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 ask for and follow detailed directions.			
	I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.			
	I can give or seek personal views and opinions in an informal discussion with friends.			
	I can agree and disagree politely.			

UNI	I can speak about topics in my field in informal situations with colleagues or fellow students.			
UNI	I can manage most discussions involved in the organisation of my studies, either face to face or by telephone.			
	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 relate the plot of a book or film and describe my reactions.			
	I can paraphrase short written passages orally in a simple fashion, using the wording and structure of the original text.			
UNI	I can give straightforward descriptions on a variety of familiar subjects related to my own fields of interest or study.			
UNI	I can give a simple, prepared presentation on a familiar topic within my field that is clear and precise enough to be followed without difficulty most of the time and in which the main points can be understood.			
	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 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.			
	Writing	1	2	3
	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.			
	I can write simple texts about experiences or events, for example about a trip, for a club newsletter.			
	I can write personal letters or e-mails 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.			
	I can write my CV in summary form.			
UNI	I can record the course of a scientific experiment in keywords.			
UNI	I can write simple texts in my field, correctly using the most important specialised terms.			

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Level **B2**

Use the following symbols:




In columns 1 and 3



- ✓ I can do this under normal circumstances
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In column 2

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

		My initial skills	My objectives	My final skills
 <p>Listening</p>	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 most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc.			
	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 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 and checking comprehension by using contextual clues.			
UNI	I can understand a clearly structured lecture on a familiar topic and take notes on points that strike me as important, although I sometimes get stuck on words and therefore miss part of the information.			
 <p>Reading</p>	1	2	3	
	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 read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
	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 programme) and find and understand the relevant explanations and advice for a specific problem.			
I can understand, in a narrative or play, the motives for the characters' actions and their consequences for the development of the plot.				
 <p>Spoken Interaction</p>	1	2	3	
	I can initiate, maintain and end discourse naturally with effective turn-taking.			
	I can 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 account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			
	I can contribute to a discussion on familiar topics by confirming comprehension, inviting others in, etc.			
	I can carry out a prepared interview, checking and confirming information, following up interesting replies.			
UNI	I can actively participate in conversations on specialised or cultural topics, whether during or outside of courses.			
UNI	I can efficiently solve problems arising from the organisation of my studies, for example, with teachers and the administration.			

		1	2	3
UNI UNI	 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, and hypothetical situations.			
	I can give a short talk in my field, either without notes or using keywords.			
	I can summarise information and arguments from various written sources and reproduce them orally.			
Strategies		1	2	3
	I can use standard phrases like "That's a difficult question to answer" to gain time and keep my turn while formulating what to say.			
	I can make a note of "my common mistakes" and consciously monitor speech for them.			
	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.			
Language Quality		1	2	3
	I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.			
	I can pass on detailed information reliably.			
	I have sufficient vocabulary to express myself on matters connected to my field, and on most general topics.			
	I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			
UNI UNI	 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 develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.			
	I can write about events and real or fictional experiences in a detailed and easily readable way.			
	I can write a short review of a film or a book.			
	I can express, in a personal letter or e-mail, 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 summaries of scientific texts in my field for use at a later date.			
	I can write seminar papers on my own, although I must have them checked for linguistic accuracy and appropriateness.			

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Level **C1**

Use the following symbols:

In columns 1 and 3

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 2

! 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

	My initial skills	My objectives	My final skills
	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 which contain a considerable degree of slang and idiomatic usage.			
UNI I can understand radio and television programs in my field, even when they are demanding in content and linguistically complex.			
UNI I can understand in detail speech on abstract and complex topics of a specialist nature outside my own field, although on occasion I need to confirm details, especially when the accent is unfamiliar.			
UNI I can take detailed notes during a lecture on a familiar topic in my field of interest, recording the information so accurately and so closely to the original that they are also useful to other people.			



Reading

	1	2	3
I can understand fairly long demanding texts and summarise them orally.			
I can read complex reports, analyses and commentaries where opinions, viewpoints and implications are discussed.			
I can extract information, ideas and opinions from highly specialised texts in my own field, for example, research reports.			
I can understand long complex instructions, for example, for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.			
I can read any correspondence with occasional use of a dictionary.			
I can read contemporary literary texts with ease.			
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas, and connections.			
I can recognise the social, political, or historical background of a literary work.			



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.			



Spoken Production	1	2	3
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.			
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 spontaneously following up points raised by members of the audience.			

Strategies	1	2	3
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 skilfully relate my own contribution to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			

Language Quality	1	2	3
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.			



Writing	1	2	3
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.			
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.			
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.			
I can put together information from different sources and present it in a coherent summary.			
I can give a detailed description of experiences, feelings and events in a personal letter.			
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.			
I can write texts which show a high degree of grammatical correctness, and vary my vocabulary and style according to the target reader, the kind of text and the topic.			
I can select a style appropriate to the target reader.			
I can use the specialised terms and idiomatic expressions in my field without major difficulty.			

UNI

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Starting date:

Ending date:

Use this checklist to record what you think you can do at the beginning of your self-directed learning project (Column 1 = initial skills). Then mark those things that you cannot yet do which you feel are important for you in this project (Column 2 = Objectives). At the end of your project assess again what you think you can do (Column 3 = final skills).

Add to the list other things that you can do, or that are important for your language learning at this level.

Level **C2**

Use the following symbols:

In columns 1 and 3

✓ I can do this under normal circumstances





✓✓ I can do this easily


In column 2

! 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.

		My initial skills	My objectives	My final skills
 Listening		1	2	3
	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 become familiar with the accent.			
UNI	I can follow specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology.			
UNI	I notice, during a lecture or seminar, what is only implicitly said and alluded to and can take notes on this as well as what the speaker directly expresses.			
 Reading		1	2	3
	I can recognise puns and appreciate texts whose real meaning is not explicit (for example irony, satire).			
	I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.			
	I can understand manuals, regulations and contracts even within unfamiliar fields.			
	I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).			
	I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.			
	I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
UNI	I can understand in detail lengthy and complex scientific texts, whether or not they relate to my own field.			
 Spoken Interaction		1	2	3
	I can take part effortlessly in all conversations and discussions with native speakers.			
UNI	I have a good command of idiomatic expressions and colloquialisms as well as the specialised language of my field, with connotative levels of meaning. I can also convey finer shades of meaning.			
UNI	I can hold my own in formal discussions of complex issues, arguing articulately and persuasively and without being at a disadvantage compared with native speakers			
UNI	I can handle difficult and even hostile questioning after a speech or a presentation.			
 Spoken Production		1	2	3
	I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.			
	I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to avoid ambiguity.			
UNI	I can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.			

Strategies				1	2	3
I can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.						
Language Quality				1	2	3
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.						
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.						
I have a good command of idiomatic expressions and colloquialisms together with an awareness of implied meaning and meaning by association.						
I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.						
 Writing				1	2	3
I can write well-structured and easily readable 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 or an e-mail I can express myself in a consciously ironical, ambiguous and humorous way.						
UNI	I can write scientific texts in my field, with a view to being published, that are generally correct and stylistically appropriate.					
UNI	I can write a critical essay (e.g., a review) of scientific literature for publication in my field.					
UNI	I can take accurate and complete notes during a lecture, seminar, or tutorial.					
UNI	I can summarise information from different sources, reconstructing arguments in such a way that the overall result is a coherent presentation.					
UNI	I can edit colleagues' texts, improving them grammatically and stylistically, with little hesitation.					