

Common European Framework of Reference for Languages - Self-assessment grid

| | | A1 Basic User | A2 Basic User | B1 Independent user | B2 Independent user | C1 Proficient user | C2 Proficient user |
|-----------|---|--|---|--|--|---|---|
| Listening |  Listening | I can understand 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 needed to address most immediate personal concerns (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main points in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech in familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points 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 live in-theatre debate. | 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. |
| |  Reading | I can understand familiar notices, texts and very simple brochures, for example in notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, practical information in simple everyday material such as advertisements, prospectuses, menus and brochures and I can understand short simple personal letters. | I can understand texts that contain mainly of high frequency vocabulary in job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports connected with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary fiction in prose. | I can understand long and complex factual and literary texts, expressing distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structured or highly specialised texts such as manuals, specialised articles and literary works. |
| Speaking |  Spoken interaction | I can interact in a simple way provided the other person is prepared to assist or to repeat things in a slower pace 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 in 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 whilst travelling in an area where the language is spoken. I can enter unprepared (by) conversations on topics that are familiar or of personal interest or concern in 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, according to role and fulfilling my own needs. | 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 clear and coherent arguments and state my contribution with a degree of fluency and spontaneity that is easily understood by native speakers. | I can take part effectively in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and clearly the greater part of the time, providing I do not have a problem I can't discuss and I substitute around the difficulty or elements that other people can handle easily if I can't. |
| |  Spoken production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or past interests. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can handle a story or relate the plot of a book or film and describe its features. | I can present clear, detailed descriptions of a wide range of subjects related to my interests. I can explain a viewpoint in a formal tone giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects highlighting similarities, drawing particular points and providing of with an appropriate conclusion. | I can present a clear, smoothly-flowing description of a subject in a style appropriate to the context and with an effective logical structure which helps the listener to follow and remember significant points. |
| Writing |  Writing | 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. 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, giving an information or giving reasons in support of an opinion on particular points of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view of some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the relevant issues. I can select a style appropriate to the reader or reader. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to follow and remember significant points. I can write summaries and reviews of professional or literary texts. |

Framework Language Learning Manual

Rachel S Tattersall



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