



# 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.

|   | Me       | My teacher / another | My objectives |
|---|----------|----------------------|---------------|
|  <b>Listening</b>  | <b>1</b> | <b>2</b>             | <b>3</b>      |
| 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 catch 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.   |          |                      |               |
|  <b>Reading</b>  | <b>1</b> | <b>2</b>             | <b>3</b>      |
| I can understand the main points in short newspaper articles about current and familiar topics.   |          |                      |               |
| 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 news summaries) and find relevant facts and information (for example who has done what and where).                                  |          |                      |               |
| 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 understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.               |          |                      |               |
|  <b>Spoken Interaction</b>   | <b>1</b> | <b>2</b>             | <b>3</b>      |
| 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.  |          |                      |               |



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| <b>Spoken Production</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
|---|----------|----------|----------|
| 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 original text wording and ordering. |          |          |          |
|   |          |          |          |
|   |          |          |          |

| <b>Strategies</b>   | <b>1</b> | <b>2</b> | <b>3</b> |
|---|----------|----------|----------|
| 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". |          |          |          |
|   |          |          |          |
|   |          |          |          |

| <b>Language Quality</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
|--|----------|----------|----------|
| 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>Writing</b>   | <b>1</b> | <b>2</b> | <b>3</b> |
|--|----------|----------|----------|
| 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 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.   |          |          |          |
|  |          |          |          |
|  |          |          |          |