

Check what you can do with the languages you know or the languages that you are learning. The levels of skills set out by the Council of Europe's Common European Framework Reference for language learning are six in number:

- A1: introduction and discovery level: Breakthrough
- A2: survival: Waystage
- B1: independent user: Threshold
- B2: independent user: Vantage
- C1: proficient user: Effective Operational Proficiency
- C2: proficient user: Mastery

The following lists allow you to find your own level of skill or the level of skill shortly to be reached.

You may add other descriptors based on your own experience.

■ As you progress fill in the boxes which are relevant to your work, respecting the meaning of the symbols used.

I am learning / I am practising doing

I can manage without special help

Note that you can sometimes tick boxes that match different levels or intermediate levels.

Working with the following descriptors enables you to measure the progress you make. Talking with your teacher is necessary to assess the quality of the language you use to communicate.

Generally speaking, self-assessment must not be confused with evaluation from your teacher or an institution or with the official validation of a skill level.

The descriptors in these tables are taken from the Bank of Descriptors for self-assessment designed by the **European Portfolio for languages** (© Council of Europe, Language Policy Division) and from the **European Portfolio for junior high schools** used in France. The examples given have been designed specifically for this version of the **European portfolio for languages** in France.



READING

**A1 I can understand familiar words and simple sentences, for example notices, posters and catalogues.**

**When I read a text which contains simple words and sentences I already know...**

- I can understand instructions and very simple comments concerning my work.

*e.g. when the teacher writes comments about my work on a paper I have done in the language I'm learning ("very good," "improvement"..) or when the textbook asks me to read a text, answer the questions, look out for certain information, etc.*



- I can make out in a programme or poster what they are talking about and where an event is and at what time it will take place.

*e.g. information about a concert or a play.*



- I can understand a simple message sent to me, for example a post card.

*e.g. when my pen friend sends me a holiday postcard or wishes me happy birthday.*



- I can recognise words, expressions and simple sentences on a notice, billboard or newspaper or magazine.

*e.g. finding words or expressions that I have learned to say and that are easily recognisable.*



- I can also



- I can also



**A2 I can read short simple texts. I can find a special piece of information, predictable in everyday language found in ads, leaflets, menus and timetables, and I can understand short personal letters.**

**A2-1 When I read a short text in everyday language or very simple letters...**

- I can understand a simple message sent to me.

*e.g. on a postcard, an invitation, an appointment.*



- I can find specific predictable information in simple everyday language such as in a prospectus, a menu, notices and timetables.

*e.g. ordinary dishes on a menu or an itinerary or on a timetable.*



- I can understand the contents of a letter or a text when it deals with a topic I know.

*e.g. recognise words connected to a theme I am familiar with.*



- I can recognise whether a text is a dialogue, a narrative, a description etc.

*e.g. tell the difference between a narrative description of events and the reporting the facts.*



- I can also



- I can also



**A2-2 When I read short simple texts connected with the syllabus or everyday life...**

- I can understand important information in a text or a short simple letter.

*e.g. what a text is about and the important events reported in it.*



- I can follow a short narrative or the brief description of facts about familiar issues.

*e.g. recognise the order of events and identify what connects them up (cause and effect).*



- I can find specific information in a text when I am familiar with the issue

*e.g. find information I need to take part in a discussion or do some research on it.*



- I can go through articles in the press and find important information in an ad about a stay or a work placement.



- I can also



- I can also





**A2-3 When I read letters or a written narrative in simple terms about a familiar issue...**

- I can understand short texts on everyday concrete topics whose vocabulary is mostly familiar.  
*e.g. understand the best part of a text in my textbook without much help.*



- I can understand rules and regulations when they are clearly set out.  
*e.g. the rules of an institution.*



- I can recognise the main points in most simple texts (narrative, letters, and short newspaper articles relating facts).  
*e.g. work out quickly what the most important information is concerning the issue.*



- I can follow a narrative.  
*e.g. recognise who and where the narrator is referring to.*



- I can also



- I can also



**B1 I can understand texts written mainly in everyday language or concerning my work. I can understand the description of events, when feelings and wishes are expressed in personal letters.**

**BI-1 When I read notes, letters or narratives which are less than one page long and well put together...**

- I can understand simple information.  
*e.g. work instructions in a textbook or remarks and comments on papers I have handed in.*



- I can understand the descriptions of feelings as well as wishes expressed in everyday language.  
*e.g. the dialogues in a work of fiction.*



- I can understand a passage in a work of fact on a point in the syllabus or in one of my personal interests well enough to be able to recognise the main information it contains.  
*e.g. read a magazine article on my favourite hobby and derive interesting information.*



- I can understand mail I receive well enough to be able to correspond regularly.  
*e.g. find out what my pen-friend is interested in so that I can prepare my answer.*



- I can also



- I can also



**BI-2 When I read informative or technical passages of about one page on news items, the syllabus or connected to everyday life...**

- I can make out the main idea from the details in an informative passage about a familiar issue.  
*e.g. sort out the information in a passage and find out what is clearly important to retain.*



- I can recognise important points in a well-structured newspaper article about a familiar subject.  
*e.g. find out what this article has that's new on a subject about which I've read other articles.*



- I can find the main points of information quickly in writing such as letters, leaflets, and short official documents.  
*e.g. run through a public announcement (a document written by an association), understand what it is about and understand the point it is making.*



- I can use the information from different parts of the passage or different passages to do a specific task.  
*e.g. carry out research for a presentation based on different information sources.*



- I can also





- I can also



**B1-3 When I read articles, short stories or novels...**

- I can make out the main conclusions in a text which has clearly defined argumentation.  
*e.g. recognise the author's point of view on a controversial subject.*



- I can recognise the argumentation for presenting a problem without necessarily understanding the details.  
*e.g. make out the main arguments developed in a passage underpinning a thesis.*



- I can find information in different places of a lengthy text (letters, leaflets, official documents, newspaper articles).  
*e.g. skim through a lengthy passage quickly and see where I can find the information I need.*



- I can understand the best part of a narrative passage or a well-structured contemporary literary text, with a dictionary if needs be.  
*e.g. follow the dénouement of a plot or events in a text of several pages.*



- I can also



- I can also



**B2 I can read articles and reports on current issues in which the authors take up a certain attitude or viewpoint. I can understand a contemporary literary text in prose.**

**When I read lengthy literary texts in contemporary language or articles on current issues or contained within the syllabus...**

- I can understand a passage in a familiar subject in detail.  
*e.g. understand the whole passage concerning a point in the syllabus written in standard speech.*



- I can quickly tell the contents and relevance of an article or report.  
*e.g. recognise in a few seconds if a passage deals with the research I am particularly interested in or not.*



- I can skim through a lengthy complex passage on various subjects and tell if it's worth a closer reading within certain research or study.  
*e.g. select information of an interesting viewpoint from a series of passages concerning an item of the syllabus for work I want to do.*



- I can understand articles and reports on contemporary issues and in which the authors adopt a particular position or viewpoint.  
*e.g. single out facts and opinions and separate what differentiates the author's opinion and what I know of the theme and the issue dealt with.*



- I can understand what is implied in a narrative or dramatic passage.  
*e.g. the reasons that make characters do what they do.*



- I can understand specialised articles concerning a subject I don't know, as long as I can use a dictionary sometimes.  
*e.g. read a passage with a view to research in an encyclopaedia with little difficulty and use a dictionary when specialised expressions come up.*



- I can also



- I can also





**11 I can understand lengthy texts and appreciate the differences in style. I can understand specialised articles and lengthy technical instructions, even when they do not concern my area of study.**

**When I read factual or lengthy complex literary passages...**

- I can understand the most obvious stylistic characteristics in a literary text.

*e.g. certain figures of speech (metaphors, etc.) or changes in register.*



- I can skim through a lengthy complex text and pick out relevant items.

*e.g. read while stopping only at the passages which are relevant to my information, that I must read more attentively.*



- I can understand lengthy complex texts concerning or not a topic I know, as long as I can re-read the difficult parts.

*e.g. texts in specialised magazines.*



- I can understand all types of correspondence, with the help of the dictionary if needs be.

*e.g. letters containing precise information about administrative issues.*



- I can recognise the social, political, or historical context of a literary text.

*e.g. bring out the link between the narrative, the characters' behaviour or the stylistic characteristics with social or artistic reality.*



- I can also



- I can also



**12 I can read any kind of passage effortlessly be it abstract or complex in content or presentation, for example a textbook, a specialised article or a literary work.**

**No matter how difficult the language used...**

- I can read texts from classical and contemporary literature of different types (poetry, prose, drama).



- I can understand scientific texts in detail, even when they do not concern areas with which I am familiar.



- I can understand texts which contain many idiomatic expressions or slang.



- I can recognise the message implied in expressions, plays on words and appreciate, for example, irony in a text.



- I can also

