

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.



A1 I can use expressions and simple sentences to describe where I live and people I know.

- I can say where I live.

e.g. specify my town or my village as well as the street I live in.



- I can say what I do.

e.g. what school I go to and the subjects I study or if I work.



- I can say what I like to do.

e.g. when I compare my hobbies to other people's.



- I can introduce people I know.

e.g. when I have to speak of characters in a text or a dialogue.



- I can count, give quantities and tell the time.

e.g. give an appointment or order something.



- I can also



- I can also



A2 I can use a series of phrases or expressions to describe my family or other people, the way I live, my educational background and my present or recent professional activity.

A2-1

- I can describe my family.

e.g. introduce my parents, my brothers and sisters, etc.



- I can describe places and things in simple terms.

e.g. my room, my house, my school, etc.



- I can describe people with simple words.

e.g. say their age, what they look like, what they like.



- I can describe how I spend my free time.

e.g. the sports I practise.



- I can also



- I can also



A2-2

- I can say what I did the night before or during the weekend.

e.g. making it clear that what happened was in the past.



- I can narrate a story or an event in a few successive sentences.

e.g. to summarise events in a passage studied in class.



- I can explain why I like or dislike something.

e.g. to accept or refuse an offer or an invitation.



- I can compare things concisely.

e.g. decide on a purchase.



- I can also



- I can also





A2-3

- I can relate what has happened to me.
e.g. a meeting or an anecdote specifying when the events took place and showing the sequence of events clearly.



- I can describe what I intend to do and why.
e.g. to justify a choice in one or two sentences.



- I can summarise a subject or a theme on which I have been working.
e.g. to present results from research on the internet to the class.



- I can justify my opinions, my projects, my actions, as long as I have prepared them before very simply.
e.g. in a discussion about different life-styles, etc.



- I can also



- I can also



B1 I can express myself simply to relate experiences and events, my dreams my hopes and my goals. I can give brief explanations about my opinions and my projects. I can tell a story, relate the plot of a book or a film and express how I feel about them.

B1-1

- I can tell a story.
e.g. summarise coherently all the important parts of a passage or a short story.



- I can describe a dream, my hopes, and projects.
e.g. present a personal project about what I want to do and explain why.



- I can do a short presentation of a subject I know well as long as I have prepared it beforehand.
e.g. give a short structured talk on the results of a study I have carried out on a certain subject.



- I can relate the plot of a book or a film.
e.g. recount something I have read showing clearly the main points in order.



- I can also



- I can also



B1-2

- I can give an account of a real or of an imaginary event.
e.g. give an account of a piece of news read or heard, or even present the part of a film I liked.



- I can stand up for or explain my opinions, my intentions or my actions.
e.g. speak up spontaneously in class to explain what I think about attitudes or opinions which seem surprising or debatable.



- I can speak simply without any preparation about varied subjects connected to my field of interests or about something on the syllabus.
e.g. announce what my knowledge on the topic is to the class during a debate.



- I can present a simple prepared report on a familiar subject in which the important points are highly developed.
e.g. give a presentation of an aspect of the history, culture or civilisation of a country I know, whose language I am learning, to develop a theme or work studied in class.



- I can also



- I can also





B1-3

- I can explain how to do something by giving detailed instructions.

e.g. explain the strategies I use when I have to write a passage, prepare an oral presentation or understand a text.



- I can relate my experiences in detail by describing my feelings and my reactions.

e.g. give an account of how I behaved in certain amazing or difficult situations when I was abroad or in contact with people from another culture.



- I can relate the main details of a chance event, like an accident.

e.g. explain the exact circumstances of an event which I was witness to or took part in, or which is recounted in a film or a novel.



- I can recount the plot of a book or a film and say whether I liked them or not and explain why.

e.g. I can give an account of something I have read or a film I've seen and recommend them or not with detailed back-up.



- I can also



- I can also



B2 I can express myself clearly and in detail about a wide range of subjects related to my personal interests. I can develop my viewpoint on a topical subject and explain the advantages and drawbacks of various options.

- I can recount in detail what I have experienced, seen or imagined.

e.g. on returning from a trip abroad.



- I can develop and back up my personal position by highlighting what I think the drawbacks and advantages are.

e.g. during a discussion on the method to adopt to do a project or research.



- I can do a report, a presentation or a description insisting on the important and significant points and backing up what I say with relevant examples.

e.g. after personal group research.



- I can give a detailed account of experiences and observations about cultural, intercultural or social topics.

e.g. to highlight the context of an event or a report that was read, listened to and possibly studied in class.



- I can sum up the plot and the follow up of the events from a film or a play, highlighting the motivations of the different characters.

e.g. to explain and comment upon material studied in class.



- I can volunteer further information on a point during a presentation to respond to questions or remarks from the audience.

e.g. change the order of the points I had originally hoped to cover and still remain coherent.



- I can also



- I can also



C1 I can present clear and detailed descriptions of complex subjects and include sub-themes developing particular points and ending my presentation appropriately.

- I can give a clear and detailed description of complex subjects.

e.g. give a detailed description of how an institution or an economic or political system works.



- I can orally present and report data in detail, connecting topical points and treating certain aspects in greater detail and ending my presentation appropriately.

e.g. give an account of a literary work or a film.





- I can give a clear well-structured presentation on a complex topic developing my point of view backed up by sub-themes, justifications and relevant examples.

e.g. make a synopsis of the study of a dossier a topic or an idea.

- I can manage objections appropriately, responding spontaneously and effortlessly.

e.g. after a presentation.

- I can also

- I can also

