

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 communicate in a simple way as long as the speaker agrees to repeat and rephrase his sentences more slowly and helps me say what I want to say. I can ask and answer simple questions on familiar issues and about immediate needs.**

- I can introduce myself and introduce someone.

*e.g. say my name, my age and where I live.*



- I can greet someone, ask him how he is and take leave of him.

*e.g. when I meet a person who speaks this language.*



- I can speak simply of the people I know and ask questions about someone's identity.

*e.g. say or ask about how people are related.*



- I can give a precise date or a meeting point thanks to expressions like "next week", "last Friday", "in November", "at three o'clock".

*e.g. specify my time table, take an appointment.*



- I can ask for, suggest or offer something and thank someone.

*e.g. when I need a book or a plan in class.*



- I can also



- I can also



**A2 I can communicate when simple daily tasks only require simple and direct information about familiar issues and activities. I can have very brief exchanges even if I usually don't understand enough to follow a conversation.**

**A2-1**

- I can say what I like and don't like.

*e.g. in a discussion about sport or leisure activities or when I am asked about what food I like.*



- I can express agreement or disagreement.

*e.g. when I am asked my opinion.*



- I can spell a name or say a phone number.

*e.g. to dictate a word that has to be written on the board or spelt out to someone over the phone.*



- I can say how I feel and express my feelings.

*e.g. to say I am cold, hungry or have a headache.*



- I can also



- I can also



**A2-2**

- I can talk about my family, my leisure time, my friends and life at school.

*e.g. in a discussion with correspondents or friends.*



- I can use polite expressions.

*e.g. when I am speaking to a teacher, school staff or someone older than myself.*



- I can invite and answer if I am invited.

*e.g. when I'm giving a party or a get-together.*



- I can set a time and place for an appointment.

*e.g. fix a time when I can meet someone, by checking our schedules.*



- I can also



- I can also





**A2-3**

- I can have a short conversation with young people of my own age on subjects we are interested in.  
*e.g. talking about leisure time and what we like, responding to what the others say and managing to talk about myself.*



- I can ask for and give advice or instructions about everyday issues.  
*e.g. advice about spending a weekend or where to spend holidays.*



- I can talk about what's on in the evening or at the weekend.  
*e.g. go through what's on.*



- I can make comparisons.  
*e.g. compare the behaviour of several characters in a passage or a film.*



- I can also



- I can also



**B1** I can cope with most situations one is likely to meet during a journey in a region where the language is spoken. I can take part spontaneously in a conversation about familiar issues and which are of personal interest or everyday life.

**B1-1**

- I can express feelings like surprise, joy, sadness, curiosity and indifference.  
*e.g. in reaction to a statement which concerns or surprises me.*



- I can ask someone what he thinks about a subject of general interest.  
*e.g. calling someone to account for something during a class discussion.*



- I can say politely what I think and if I agree or not.  
*e.g. to express my disagreement with the teacher's opinion or that of an assistant or another person.*



- I can interrupt the speaker politely when I don't agree or when I have not understood and ask him to repeat what he has just said.  
*e.g. by taking turn in speaking while a teacher or an assistant is speaking.*



- I can say politely what I think and whether I agree or not.  
*e.g. to express disagreement with the teacher's, the assistant's or anyone else's opinion.*



- I can interrupt politely when I do not agree or when I have not understood and ask him to repeat what has just been said.  
*e.g. by taking active part when the teacher or assistant are talking.*



- I can also



- I can also



**B1-2**

- I can express myself differently if the person I am speaking to does not understand me.  
*e.g. by rephrasing my questions to make the vocabulary and the structure simpler.*



- I can talk about a film, a book, music, etc.  
*e.g. explain and defend my opinion when I don't agree with other people's views.*



- I can express my disagreement with another's opinion, exchange and measure one opinion against another speaker's.  
*e.g. explain why I disagree with a point of view which has been expressed.*



- I can interview someone on a specific subject if I have prepared the questionnaire beforehand and I can also ask spontaneous questions.  
*e.g. to know the assistant's or a pen friend's or a native speaker's viewpoint about a topic under debate in class.*





- I can also



- I can also



**B1-3**

- I can take the initiative in a conversation and broach a familiar topic.  
*e.g. when I notice that the debate has to be started up again and new elements introduced.*



- I can actively participate in any discussion on a familiar topic without any preparation.  
*e.g. take part, even briefly, every time a theme or a discussion is broached.*



- I can explain why certain issues are problematic and discuss how to solve them and compare solutions given.  
*e.g. during a discussion on a joint project.*



- I can compare suggestions, discuss what has to be done, where to go, what to choose, etc.  
*e.g. during the preparation of an outing or a journey.*



- I can also



- I can also



**B2 I can interact with some spontaneity and fluency which makes interaction with a native speaker possible. I can actively take part in a conversation in familiar situations, accounting for and standing by my views.**

- I can begin, keep up and end a conversation, giving others time to speak.  
*e.g. being chairperson of a group discussion.*



- I can, after a presentation, respond to a series of questions with ease and spontaneity.  
*e.g. develop an aspect of my presentation, without the need of my notes.*



- I can, in a conversation, underline what seems important to me and put over different degrees of emotion.  
*e.g. express anxiety, astonishment, anger, or satisfaction at certain positions.*



- I can express my ideas and opinions with precision and back them up by giving explanations, arguments and commentaries.  
*e.g. taking turn to speak in a debate and keeping it up until I have had time to develop my position.*



- I can interrupt a discussion and sum up the speakers' contribution and highlight the pros and cons of the different positions presented.  
*e.g. by making intermediary assessments and take stock of questions in a group discussion.*



- I can also



- I can also



**C1 I can express myself spontaneously and fluently without looking for my words too obviously. I can use the language with flexibility and efficiency for social or professional purposes. I can express my ideas and opinions with precision and skilfully connect up what I say to what other speakers say.**

- I can take part in a heated discussion with native speakers.  
*e.g. when two native speakers do not agree on a current topic.*



- I can argue and respond to questions and counter arguments easily.  
*e.g. react spontaneously to objections, take them into account without losing the thread of my argumentation.*





- I can connect what I have to say with what the other speaker has to say by taking up what he has just said.

*e.g. by summing up the speaker's point of view, making remarks about it and giving my own point of view.*



- I can allude to certain things or express myself humorously during a conversation.

*e.g. include discreet references to previous debates in my talk.*



- I can also



- I can also



**2** I can participate effortlessly in all conversations or discussions and I am also really comfortable with idiomatic expressions and colloquialisms. I can express myself with finer shades of meaning precisely. If I get into trouble I can back and correct myself astutely so that no-one notices.

- I can take part in a conversation with skill and precision and use many idiomatic expressions.



- I can take part effortlessly in any conversation with native speakers, whatever the topic, the discussion or register of language used.



- I can stand by my position in a formal discussion about complex issues and argue like a native speaker.



- I can also

