

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 write a short simple postcard, for example during my holiday I can fill in forms with personal details; filling in my name, my nationality and my address on a hotel registration form.

- I can copy short phrases and simple instructions.

e.g. take notes during a class in an exercise book or a file.



- I can write a simple postcard.

e.g. for my pen friend's birthday.



- I can fill in a form concerning my identity, my address and my date of birth.

e.g. I can take part in a game or competition or fill in a registration form.



- I can give information about myself: who I am, where I live, where I come from and what I like and what I like to do.

e.g. in a first letter to a pen friend.



- I can give information about people I know and say what they do.

e.g. sum up in writing what I have learned about the characters in the texts and dialogues.



- I can also



- I can also



A2 I can write notes, short simple messages. I can write a simple personal letter thanking someone for something.

A2-1

- I can write simple letters or messages.

e.g. to thank someone for a letter received or apologise for having waited so long to reply.



- I can describe my family, the place I'm in, and what I'm doing in a short personal letter.

e.g. in a letter to a pen friend.



- I can give a brief elementary description of an event.

e.g. sum up in a few phrases the story of a text which has been studied.



- I can write a message or a simple letter to invite someone or suggest something.

e.g. to suggest working together with a pen-friend on an aspect of the syllabus or invite him to visit me during the holidays.



- I can also



- I can also



A2-2

- I can write a brief text to sum up information I have heard or read.

e.g. give an account of what is essential in a text I've read.



- I can relate what happened to me in the recent or distant past.

e.g. relate what I have been doing since my last letter.



- I can describe simply what I want to do in the near or distant future.

e.g. the training or the studies I want to do.



- I can write about my everyday environment (people, places, my work or my studies).

e.g. compare life in my school with schools in other countries.



- I can record my triumphs and difficulties in the Dossier, in simple and familiar words.

e.g. en connection with the section "How I learn".



- I can also



- I can also





A2-3

- I can write imaginary biographies, short and simple texts on people.

e.g. sum up and complete what I learned about a character in a text or a film.



- I can write up concise notes taken during a debate or a reading.

e.g. write out a text which sums up briefly what was said in class or on a text or another teaching aid.



- I can describe my training, what I study or my work.

e.g. in a letter to request a work placement.



- I can give an account in a narrative text of events described in a dialogue or an extract of a film.

e.g. a written account of the connection between ideas or events.



- I can also



- I can also



B1 I can write a simple coherent text on familiar subjects or which I'm personally interested in. I can write personal letters describing experiences or impressions.

B1-1

- I can write my curriculum vitae (CV) briefly, answering a questionnaire.

e.g. give a precise account of my personal life, my studies and special experiences I might have had.



- I can describe an event, a recent trip, real or imagined.

e.g. give an account of a stay or a trip abroad.



- I can express a personal viewpoint or an opinion.

e.g. give my opinion on a character's behaviour in a text or film.



- I can give an account of the main subject of a film or a short story.

e.g. in notes on a piece of reading or a film I liked.



- I can also



- I can also



B1-2

- I can write messages to ask for information, send facts or state problems.

e.g. I can let my pen friend know what information I need for personal research.



- I can. give an account of experiences writing about my feelings and responses.

e.g. narrate a trip for the school newspaper or a club.



- I can write a summary of a film or a book.

e.g. give an account of the plot and highlight why a film, a short story or a book is interesting.



- I can write short simple essays on general topics.

e.g. write a brief article about the readers' page in a magazine or a paper.



- I can also



- I can also



B1-3

- I can relate events which happened in the past, highlighting their chronological order.

e.g. relate what preceded a particular event in a text or a film.





- I can tell a story bringing out the order and coherence of events and behaviour.

e.g. give an account of the reading of a short story or an extract.



- I can sum up facts on familiar or unfamiliar topics quite confidently and give my opinion.

e.g. summarise collected information relevant to the syllabus and say why it is interesting.



- I can write reports on a special field, respecting the special structure of this type of writing.

e.g. present the results of personal or collective research.



- I can also



- I can also



B2 I can communicate with some spontaneity and ease which makes interaction with a native speaker possible. I can actively take part in a conversation in familiar situations, offer and stand by my viewpoints.

- I can describe my workplace, the different functions of the members of my team and how the work is organised.

e.g. give an account of the way I took part in joint action.



- I can write an essay or a report developing the argumentation by backing for or against a special viewpoint and by explaining the advantages and drawbacks of the different options.

e.g. after a debate on a social issue.



- I can describe events and real or imaginary experiences.

e.g. describe in detail the events which happen in an extract of a film.



- I can synthesize information and arguments from various sources.

e.g. present a coherent account of what I have gathered from several different sources on the same subject.



- I can write a review of a film, a book or a play.

e.g. say what I liked or regretted about a film or a book.



- I can take position about events or about different opinions, highlighting clearly different viewpoints.

e.g. giving an account of an argumentative article.



- I can also



- I can also



C1 I can express myself in clear, well-structured text and develop my point of view. I can write about complex subjects in a letter an essay or a report underlining the points I think are important. I can adapt my style to the reader of my letter.

- I can set out my standpoint in detail.

e.g. in a composition, an essay or a commentary.



- I can express myself clearly mastering the means to organise and harmonise the developments in both the content as well as the structure.

e.g. in a commentary of a text.



- I can write texts and choose the style adapted to the readers of the text and mail and respecting the formal characteristics of this kind of text.

e.g. in an argumentative article written for a review or a newspaper.



- I can also



- I can also





62 I can write clear flowing text which is adapted in an appropriate style. I can write complex letters, reports or articles which clearly show the important points to the reader and help him memorise them. I can write reviews and summaries, a professional piece or a literary work.

- I can write an analysis of a text or a project and justify my opinion.
- I can write a review of cultural events (film, concerts, theatre, literature, radio, television).
- I can give a complete overview of a subject in a report or an essay on which I have carried out research, sum up other people's opinions and put forward information I consider to be important.
- I can write a critical article for a specialised review.
- I can also

