

Dear students,

the self-assessment grid of the **Common European Framework of Reference for Languages (CFR)** below allows you to self-assess your **listening, reading, spoken interaction, spoken production and writing competencies** in English. This is important because it helps you to find out about your strengths and weaknesses in the target language and to get informed about the level of competencies you are expected to have reached at a certain point while learning the language in question. The CFR is not only relevant for German students as you might think. It's a tool developed by European experts and scientists in the 1990s which helps every single European language learner (also adults who are voluntarily learning a foreign language in their free time) to get to know how well he or she is doing in the target language. The CFR consists of six levels starting with level A1 (beginners) and ending with level C2 ("mastery" or very competent speakers). Generally speaking, you as English learners who have successfully finished the "Sekundarstufe I" and have entered the "Gymnasiale Oberstufe" should have almost reached level **B1**. Having successfully done your A-levels you are expected to be on level B2 ("Grundkurs") or B2+/C1 ("Leistungskurs"). Therefore I have just quoted levels A2 to C1 here since A1 stands for beginners, which you are not, and C2 for a level which is very close to the competencies of a native-speaker, so that you presumably have not reached that level yet and probably will not reach at school, either, unless you are British, American, Australian etc. or have spent a longer period of time in an English-speaking country. However, since you are individuals whose competencies in English differ considerably it is very likely that you will find yourselves on different levels (from A2 to B2, if not C1 for a few of you), also depending on the competency in question. So it is easier to find oneself on level B1 as far as the competency "listening & comprehension" is concerned than on the same level (B1) as far as the competency "spoken interaction" is concerned. Good English lessons will equally promote these five competencies. A starting point for the English lessons and, of course, individual improvement can be the self-assessment of these competencies by the language learners themselves so that they can ask (the teacher) for individual support. So be honest while assessing yourselves and do not hesitate to ask for any future support.

In order to better understand the statements below I have sometimes (slightly) shortened them and substituted technical or "scientific" by simpler terms. You can also find the authentic grid on the Internet. Just search there under *Common European Framework of Reference for Languages*. Please keep the self-assessment grid and assess yourselves again in the course of the "Gymnasiale Oberstufe".

Task:

Please read the statements in the grid and click the appropriate level (). As a next step write down what you are good at and where further treatment is needed (about 20 minutes).

*I am quite happy with the competency / competencies _____
because my level here is _____. The following competencies need improvement: _____*

And this is what I can do to improve: _____

Finally ask someone of your class to count the number of levels reached for each competency and to write down the total numbers on an overhead transparency which will be presented to you and the teacher. The evaluation might serve as a starting point for our future English lessons and for your individual support.

Common European Framework of Reference for Languages - Common Reference Levels: self-assessment grid (modifications by R. Hölzer-Germann / 2013)

Name:

Date of Assessment:

	Competency	Level: A 2	Level: B 1	Level: B 2	Level: C 1
Under-standing	Listening	I can understand phrases and frequently-used vocabulary having much to do with my life and personal experiences.(e.g. me and my family, shopping, my home, my job, etc). I can catch the main point in short, clear, simple messages. <input type="checkbox"/>	I can understand the main points of clear standard speech on familiar matters like work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs and topics if people do not speak too fast and express themselves clearly. <input type="checkbox"/>	I can understand extended speech and lectures and follow even complex lines of argument provided that I am quite familiar with the topic. I can understand most TV news and current affairs programmes. I can understand most films in standard dialect. <input type="checkbox"/>	I can understand extended speech even when it is not clearly structured. I can understand television programmes and films without too much effort. <input type="checkbox"/>
	Reading	I can read very short, simple texts. I can find specific information in simple everyday material such as advertisement, prospectuses, menus and timetables and I can understand short simple personal letters. <input type="checkbox"/>	I can understand texts that consist mainly of commonly-used everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. <input type="checkbox"/>	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. <input type="checkbox"/>	I can understand long and complex factual and literary texts. I can identify different styles of writing. I can understand specialised articles and longer technical instructions, even when they do not relate to my field (of interest). <input type="checkbox"/>
Speaking	Spoken Interaction	I can communicate in simple and routine tasks which have to do with familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going <input type="checkbox"/>	I can deal with most situations whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or that have to do with everyday life (e.g. family, hobbies, work, travel and current events). <input type="checkbox"/>	I can communicate rather spontaneously and fluently with native speakers. I can take an active part in discussion in familiar contexts, expressing and explaining my personal views. <input type="checkbox"/>	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and refer to other speakers' views. <input type="checkbox"/>
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. <input type="checkbox"/>	I can connect phrases in a simple way to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. <input type="checkbox"/>	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. <input type="checkbox"/>	I can present clear, detailed descriptions of complex subjects (e.g. political, social, religious etc. themes), point out sub-themes and my point of view. I am able to round off with an appropriate conclusion. <input type="checkbox"/>
Writing	Writing	I can write short, simple notes and messages. I can write a very simple letter. <input type="checkbox"/>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. <input type="checkbox"/>	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters in which I point out significant events and experiences. <input type="checkbox"/>	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the most important points. I can select style appropriate to the reader in mind. <input type="checkbox"/>

Vocabulary:

frequently-used / commonly-used vocabulary: meist gebräuchliche Wörter

standard speech: Standardsprache (ohne Dialekt)

familiar matters/ contexts: mir bekannte Sachverhalte bzw. Kontexte

extended speech and lectures: ausgedehnte Reden

complex lines of argument: komplexe Argumentationen

current affairs/ events: aktuelle Themen/ Ereignisse

contemporary problems: aktuelle Probleme

to adopt a particular attitude or viewpoint: eine bestimmte Meinung oder Sichtweise vertreten

social exchange: sozialer Austausch (im Gespräch)

for social and professional purposes: für soziale und professionelle (d.h. berufliche) Zwecke

to relate sth.: etwas in Beziehung (zu etwas anderem) setzen

a wide range of subjects: eine große Auswahl unterschiedlicher Themen

topical issue: aktuelles Thema

various options: verschiedene Möglichkeiten/ Optionen

to round off with an appropriate conclusion: (einen Sachverhalt) mit einer angemessenen Schlussfolgerung abrunden
