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




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Self-assessment Grid

	A1	A2	B1	B2	C1	C2
Understanding  Listening	<p>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</p>	<p>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</p>	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</p>	<p>I can understand clearly structured even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</p>	<p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</p>
Reading  Reading	<p>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p>	<p>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<p>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</p>	<p>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.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</p>
Speaking  Spoken interaction	<p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<p>I can deal with most situations likely to arise 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 pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>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 relate my contribution skilfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
Spoken production  Spoken production	<p>I can use simple phrases and sentences to describe where I live and people I know.</p>	<p>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.</p>	<p>I can connect phrases in a simple way in order 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.</p>	<p>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.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>
Writing  Writing	<p>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p>	<p>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</p>	<p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences.</p>	<p>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 highlighting the personal significance of events and experiences.</p>	<p>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 salient issues. I can select a style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p>

Name of Certificate/Qualification:

Language:

		Qualification
Proficient User Kompetente Sprachverwendung	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him / herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Utilisateur expérimenté Uso competente della lingua	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him / herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User Selbstständige Sprachverwendung	B2	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his / her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Utilisateur indépendant Uso indipendente della lingua	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User Elementare Sprachverwendung	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his / her background, immediate environment and matters in areas of immediate need.
Utilisateur élémentaire Uso elementare della lingua	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him / herself and others and can ask and answer questions about personal details such as where he / she lives, people he / she knows and things he / she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The qualifications mentioned have been calibrated to the Common European Framework of Reference for Languages on the following basis:

Collective judgement by the teaching staff of the institution concerned.	*	
Checking the relationship by comparing examples of learner work with the official performance samples for the Framework Levels.	**	
Comparative studies relating the achievement of learners to their results in examinations already calibrated to the Framework.	***	
Scientific study with statistical analysis of comparative data.	****	



Nom du diplôme:

Langue:

		Diplôme
<p>Utilisateur expérimenté</p> <p>Kompetente Sprachverwendung</p> <p>Uso competente della lingua</p> <p>Proficient User</p>	<p>C₂</p> <p>C₁</p>	<p>Peut comprendre sans effort pratiquement tout ce qu'il / elle lit ou entend. Peut restituer faits et arguments de diverses sources écrites et orales en les résumant de façon cohérente. Peut s'exprimer spontanément, très couramment et de façon précise et peut rendre distinctes de fines nuances de sens en rapport avec des sujets complexes.</p> <p>Peut comprendre une grande gamme de textes longs et exigeants, ainsi que saisir des significations implicites. Peut s'exprimer spontanément et couramment sans trop apparemment devoir chercher ses mots. Peut utiliser la langue de façon efficace et souple dans sa vie sociale, professionnelle ou académique. Peut s'exprimer sur des sujets complexes de façon claire et bien structurée et manifester son contrôle des outils d'organisation, d'articulation et de cohésion du discours.</p>
<p>Utilisateur indépendant</p> <p>Selbstständige Sprachverwendung</p> <p>Uso indipendente della lingua</p> <p>Independent User</p>	<p>B₂</p> <p>B₁</p>	<p>Peut comprendre le contenu essentiel de sujets concrets ou abstraits dans un texte complexe, y compris une discussion technique dans sa spécialité. Peut communiquer avec un degré de spontanéité et d'aisance tel qu'une conversation avec un locuteur natif ne comportant de tension ni pour l'un ni pour l'autre. Peut s'exprimer de façon claire et détaillée sur une grande gamme de sujets, émettre un avis sur un sujet d'actualité et exposer les avantages et les inconvénients de différentes possibilités.</p> <p>Peut comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de choses familières dans le travail, à l'école, dans les loisirs, etc. Peut se débrouiller dans la plupart des situations rencontrées en voyage dans une région où la langue cible est parlée. Peut produire un discours simple et cohérent sur des sujets familiers et dans ses domaines d'intérêt. Peut raconter un événement, une expérience ou un rêve, décrire un espoir ou un but et exposer brièvement des raisons ou explications pour un projet ou une idée.</p>
<p>Utilisateur élémentaire</p> <p>Elementare Sprachverwendung</p> <p>Uso elementare della lingua</p> <p>Basic User</p>	<p>A₂</p> <p>A₁</p>	<p>Peut comprendre des phrases isolées et des expressions fréquemment utilisées en relation avec des domaines immédiats de priorité (par exemple, informations personnelles et familiales simples, achats, environnement proche, travail). Peut communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets familiers et habituels. Peut décrire avec des moyens simples sa formation, son environnement immédiat et évoquer des sujets qui correspondent à des besoins immédiats.</p> <p>Peut comprendre et utiliser des expressions familières et quotidiennes ainsi que des énoncés très simples qui visent à satisfaire des besoins concrets. Peut se présenter ou présenter quelqu'un et poser à une personne des questions la concernant – par exemple, sur son lieu d'habitation, ses relations, ce qui lui appartient, etc. – et peut répondre au même type de questions. Peut communiquer de façon simple si l'interlocuteur parle lentement et distinctement et se montre coopératif.</p>

Le classement du diplôme ou de l'examen sur l'échelle du Cadre européen commun de référence pour les langues a été obtenu de la manière suivante:

Evaluation collective par le corps enseignant de l'institution.	*	
Contrôle du classement par la comparaison du travail de l'apprenant/e avec des exemples officiels pour les niveaux communs de référence du Conseil de l'Europe.	**	
Comparaison de résultats d'apprenant(e)s avec des résultats obtenus à des examens dont le classement sur l'échelle est connu.	***	
Recherche scientifique avec comparaison statistique.	****	



Zuordnung von Prüfungen und Abschlüssen zu den Referenzniveaus des Europarates

Name des Abschlusses:

Sprache:

		Abschluss
Kompetente Sprachverwendung Utilisateur expérimenté	C2	Kann praktisch alles, was er / sie liest oder hört, mühelos verstehen. Kann Informationen aus verschiedenen schriftlichen und mündlichen Quellen zusammenfassen und dabei Begründungen und Erklärungen in einer zusammenhängenden Darstellung wiedergeben. Kann sich spontan, sehr flüssig und genau ausdrücken und auch bei komplexeren Sachverhalten feinere Bedeutungsnuancen deutlich machen.
	C1	Kann ein breites Spektrum anspruchsvoller, längerer Texte verstehen und auch implizite Bedeutungen erfassen. Kann sich spontan und fließend ausdrücken, ohne öfter deutlich erkennbar nach Worten suchen zu müssen. Kann die Sprache im gesellschaftlichen und beruflichen Leben oder in Ausbildung und Studium wirksam und flexibel gebrauchen. Kann sich klar, strukturiert und ausführlich zu komplexen Sachverhalten äussern und dabei verschiedene Mittel zur Textverknüpfung angemessen verwenden.
Selbstständige Sprachverwendung Utilisateur indépendant	B2	Kann die Hauptinhalte komplexer Texte zu konkreten und abstrakten Themen verstehen; versteht im eigenen Spezialgebiet auch Fachdiskussionen. Kann sich so spontan und fließend verständigen, dass ein normales Gespräch mit Muttersprachlern und Muttersprachlerinnen ohne grössere Anstrengung auf beiden Seiten gut möglich ist. Kann sich zu einem breiten Themenspektrum klar und detailliert ausdrücken, einen Standpunkt zu einer aktuellen Frage erläutern und die Vor- und Nachteile verschiedener Möglichkeiten angeben.
	B1	Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht. Kann die meisten Situationen bewältigen, denen man auf Reisen im Sprachgebiet begegnet. Kann sich einfach und zusammenhängend über vertraute Themen und persönliche Interessengebiete äussern. Kann über Erfahrungen und Ereignisse berichten, Träume, Hoffnungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben.
Elementare Sprachverwendung Utilisateur élémentaire	A2	Kann Sätze und häufig gebrauchte Ausdrücke verstehen, die mit Bereichen von ganz unmittelbarer Bedeutung zusammenhängen (z. B. Informationen zur Person und zur Familie, Einkaufen, Arbeit, nähere Umgebung). Kann sich in einfachen, routinemässigen Situationen verständigen, in denen es um einen einfachen und direkten Austausch von Informationen über vertraute und geläufige Dinge geht. Kann mit einfachen Mitteln die eigene Herkunft und Ausbildung, die direkte Umgebung und Dinge im Zusammenhang mit unmittelbaren Bedürfnissen beschreiben.
	A1	Kann vertraute, alltägliche Ausdrücke und ganz einfache Sätze verstehen und verwenden, die auf die Befriedigung konkreter Bedürfnisse zielen. Kann sich und andere vorstellen und anderen Leuten Fragen zu ihrer Person stellen – z. B. wo sie wohnen, was für Leute sie kennen oder was für Dinge sie haben – und kann auf Fragen dieser Art Antwort geben. Kann sich auf einfache Art verständigen, wenn die Gesprächspartnerinnen oder Gesprächspartner langsam und deutlich sprechen und bereit sind zu helfen.
Uso competente della lingua Proficient User		
Uso indipendente della lingua Independent User		
Uso elementare della lingua Basic User		

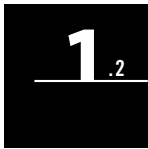
Die angegebene Qualifikation wurde auf folgender Basis der Skala des Common European Framework of Reference for Languages / Cadre européen commun de référence pour les langues zugeordnet.

Gemeinsame Beurteilung durch die Lehrenden der Institution.	*	
Überprüfung der Zuordnung durch Vergleich von Arbeiten von Lernenden mit offiziellen Beispielen für die Referenzniveaus des Europarats.	**	
Vergleichende Untersuchung zu den Leistungen von Lernenden in den eigenen Prüfungen mit den Ergebnissen in Prüfungen, deren Zuordnung zur Skala bekannt ist.	***	
Wissenschaftliche Untersuchung mit statistischen Vergleichen.	****	



Scala globale

Classificazione di esami e diplomi secondo i livelli comuni di referenza del Consiglio d'Europa



Titolo del diploma:

Lingua:

		Diploma
Uso competente della lingua Kompetente Sprachverwendung	C2	È in grado di capire senza difficoltà praticamente tutto quello che legge o ascolta. È in grado di riassumere, in un'esposizione coerente, informazioni provenienti da diverse fonti scritte e orali, riportandone le motivazioni e le spiegazioni. È in grado di esprimersi in modo spontaneo, molto scorrevole e preciso e di rendere chiare anche più sottili sfumature di senso, pur se si tratta di fatti complessi.
Utilisateur expérimenté Proficient User	C1	È in grado di capire una vasta gamma di testi esigenti e di una certa lunghezza come pure di comprendere significati impliciti. È in grado di esprimersi in modo scorrevole e spontaneo, senza dare troppo spesso la netta impressione di dover cercare le sue parole. È in grado di utilizzare la lingua con efficacia e flessibilità nella vita sociale, professionale o nell'ambito della sua formazione e del suo studio. È in grado di esprimersi in modo chiaro, strutturato e dettagliato su fatti complessi, utilizzando in modo adeguato mezzi linguistici per connettere le varie parti di un testo.
Uso indipendente della lingua Selbstständige Sprachverwendung	B2	È in grado di capire il contenuto principale di testi complessi su argomenti astratti e concreti nonché di comprendere una discussione nell'ambito del suo campo di specializzazione. Sa comunicare con un grado di scorrevolezza e di spontaneità tali da permettere un'interazione normale con chi parla la propria lingua madre, senza che ciò richieda grandi sforzi da entrambe le parti. È in grado di esprimersi in modo chiaro e dettagliato su una vasta gamma di argomenti e di esporre un punto di vista su un problema attuale, indicando i vantaggi e gli inconvenienti delle diverse possibilità.
Utilisateur indépendant Independent User	B1	È in grado di capire i punti principali di un discorso, a condizione che venga usata una lingua chiara e standard e che si tratti di argomenti familiari inerenti al lavoro, alla scuola, al tempo libero, ecc. È in grado di districarsi nella maggior parte delle situazioni riscontrabili in viaggi nelle regioni in cui si parla la lingua. È in grado di esprimersi, in modo semplice e coerente, su argomenti familiari e inerenti alla sfera dei suoi interessi. È in grado di riferire un'esperienza o un avvenimento, di descrivere un sogno, una speranza o un obiettivo e di fornire motivazioni e spiegazioni brevi relative a un'opinione o a un progetto.
Uso elementare della lingua Elementare Sprachverwendung	A2	È in grado di capire frasi ed espressioni usate frequentemente e di senso immediato (p. es., informazioni sulla propria persona e sulla famiglia oppure su acquisti, lavoro, ambiente circostante). È in grado di comunicare in situazioni semplici e abituali che comportano uno scambio di informazioni semplice e diretto su temi e attività familiari e correnti. È in grado di descrivere, con l'ausilio di mezzi linguistici semplici, la propria provenienza e formazione, l'ambiente circostante e fatti relazionati ai bisogni immediati.
Utilisateur élémentaire Basic User	A1	È in grado di capire e utilizzare espressioni familiari e quotidiane nonché frasi molto semplici per soddisfare bisogni concreti. È in grado di presentare se stesso o qualcun altro e porre a una persona domande che la riguardano – p. es., su domicilio, conoscenti, oggetti che possiede, ecc. – e può rispondere allo stesso tipo di interrogativi. È in grado di comunicare in maniera semplice, a condizione che l'interlocutrice o l'interlocutore parli lentamente, in modo chiaro e si mostri disposto ad aiutare chi parla.

La qualifica indicata si basa sulla scala del **Common European Framework of Reference for Languages / Cadre européen commun de référence pour les langues** e sui seguenti criteri di valutazione.

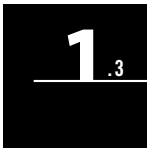
Valutazione collettiva da parte del corpo insegnante dell'istituzione.	*	
Controllo della classificazione attraverso il confronto del lavoro svolto dalla studentessa / dallo studente con esempi ufficiali per i livelli comuni di referenza del Consiglio d'Europa.	**	
Confronto tra i risultati ottenuti dagli studenti nei propri esami e i risultati di esami classificati secondo la scala.	***	
Ricerca scientifica con confronti statistici.	****	

Timbro della scuola

Data



Examination Description



The word “certificate” in relation to the Portfolio is defined to include only those qualifications awarded on the basis of an examination.

Name of Certificate: _____

Language: _____

Examining Institution: _____

Date and place Certificate awarded: _____

Please check off the following list. Multiple entries are possible. Give additional information if appropriate.

Type of certificate

- Language Certificate (e.g. FCE, DELF / DALF, ZD etc.)
- Language assessment accounted for only part of the certificate (e.g. Baccalaureate, Professional qualification, University degree etc.)

Test papers

- Oral assessment (Duration:)
- Written papers (Duration:)

Oral assessment

- Interview
- Group interaction

Oral assessment consisted of

- Short talk plus discussion
- Discussion of one of a number of given topics
- Answering questions
- Other:

Written papers consisted of

- Listening comprehension of authentic audio recordings
- Listening comprehension of authentic video recordings
- Listening comprehension of:
- Reading comprehension of literary texts
- Reading comprehension of factual texts
- Writing
- “Composition”
- Commentary on texts. Putting a point of view
- Other:
- Further written papers
- Grammatical exercises
- Vocabulary exercises
- Translation into target language
- Other:

Support during written papers

- Use of a dictionary allowed
- Use of a dictionary not allowed

Supplementary information about the exam

- Mock tests available
- Leaflets and information brochures available
- Further information available from the following address:
-
-
-

Description prepared by: _____

on: _____

Signature: _____



Description de l'examen

Comme certificats ne sont valables au sens du Portfolio que les attestations fournies sur la base d'examens.

1.3

Nom du certificat:

Langue:

Institution ayant délivré le certificat:

Lieu et date d'obtention du certificat:

Veillez cocher une ou plusieurs cases et, le cas échéant, donner des indications plus précises.

Type de certificat

- Certificat de langue (par exemple FCE, DELF / DALF, ZD, etc.)
- Examen de langue ne constituant qu'une partie de certificat (maturité / baccalauréat, certificat de capacité professionnelle, diplôme universitaire, etc.)

Parties de l'examen

- Examen oral (Durée:)
- Examen écrit (Durée:)

Examen oral

- Examen individuel
- Examen en groupe

Examen oral composé de

- Bref exposé et discussion
- Discussion sur un ou plusieurs sujets
- Réponses à des questions
- Autre:

Examen écrit composé de

- Compréhension orale avec document(s) audio authentique(s)
- Compréhension orale avec document(s) vidéo authentique(s)
- Compréhension orale avec:
- Compréhension écrite avec texte littéraire
- Compréhension écrite avec texte factuel
- Ecrire
- «Rédaction»
- Commentaire de texte, prise de position
- Autre:
- Autres parties de l'examen écrit
- Exercices de grammaire
- Exercices de vocabulaire
- Traduction dans la langue-cible
- Autre:

Ouvrages de référence pour l'examen écrit

- Permission d'utiliser un dictionnaire
- Interdiction d'utiliser un dictionnaire

Informations supplémentaires sur l'examen

- Tests-modèles disponibles
- Notices, brochures d'information disponibles
- Plus d'informations à l'adresse:

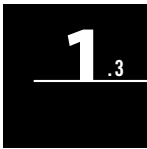
Description établie par:

le:

Signature:



Beschreibung der Prüfung



Als Zertifikate im Sinne des Portfolios gelten nur Ausweise, die auf Grund einer Prüfung ausgestellt werden.

Bezeichnung des Zertifikats:

Sprache:

Institution, die das Zertifikat ausstellt:

Ort und Datum der Ausstellung:

Bitte ankreuzen, Mehrfachnennungen sind möglich, gegebenenfalls nähere Angaben machen.

Art des Zertifikats

- Sprach(en)zertifikat (z. B. FCE, DELF / DALF, ZD usw.)
- Sprachprüfung bildet nur einen Teil des Zertifikats (z. B. Maturitätsausweis, beruflicher Fähigkeitsausweis, Universitätsdiplom usw.)

Prüfungsteile

- Mündliche Prüfung (Dauer:)
- Schriftliche Prüfung (Dauer:)

Mündliche Prüfung

- Einzelprüfung
- Gruppenprüfung

Mündliche Prüfung umfasst

- Kurzreferat und Diskussion
- Diskussion über eines oder mehrere Themen
- Beantwortung von Fragen
- Anderes:

Schriftliche Prüfung umfasst

- Hörverstehen mit authentischem(n) Tondokument(en)
- Hörverstehen mit authentischem(n) Videodokument(en)
- Hörverstehen mit:

- Leseverstehen mit literarischem Text
- Leseverstehen mit Sachtext
- Schreiben
- «Aufsatz»
- Textkommentar, Stellungnahme
- Anderes:

- Weitere Teile der schriftlichen Prüfung
- Grammatikaufgaben
- Wortschatzaufgaben
- Übersetzung in die Zielsprache
- Anderes:

Hilfsmittel bei der schriftlichen Prüfung

- Gebrauch eines Wörterbuches erlaubt
- Gebrauch eines Wörterbuches nicht erlaubt

Zusätzliche Informationen zur Prüfung

- Modelltests erhältlich
- Merkblätter, Informationsbroschüre erhältlich
- Weitere Informationen bei folgender Adresse:

.....

.....

.....

.....

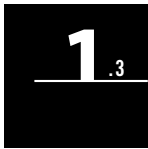
Beschreibung ausgestellt von:

am:

Unterschrift:



Descrizione dell'esame



Nel Portfolio valgono come certificati solo gli attestati che vengono rilasciati in seguito a un esame.

Nome del certificato:

Lingua:

Istituzione che rilascia il certificato:

Luogo e data del rilascio del certificato:

Segnalare con una crocetta una o più caselle ed eventualmente fornire indicazioni più precise.

Tipo di certificato

- Certificato/i linguistico/i (p.es. FCE, DELF / DALF, ZD, ecc.)
- Esame di lingua che costituisce solo una parte del certificato (p.es. maturità, certificato di capacità professionale, diploma universitario, ecc.)

Parti dell'esame

- Esame orale (Durata:)
- Esame scritto (Durata:)

Esame orale

- Esame individuale
- Esame di gruppo

L'esame orale comprende

- Breve relazione e discussione
- Discussione su uno o più temi
- Risposte a delle domande
- Altro:
.....

L'esame scritto comprende

- Comprensione orale con documento/i audio originale/i
- Comprensione orale con documento/i video originale/i
- Comprensione orale con:
.....
- Comprensione scritta di un testo letterario
- Comprensione scritta di un testo d'attualità
- Scrittura
- «Componimento»
- Commento del testo, presa di posizione
- Altro:
.....
- Altre parti dell'esame scritto
- Esercizi di grammatica
- Esercizi di vocabolario
- Traduzione nella lingua straniera
- Altro:
.....

Mezzi ausiliari per l'esame scritto

- Utilizzo consentito di un dizionario
- Utilizzo non consentito di un dizionario

Informazioni supplementari inerenti all'esame

- Modelli di test disponibili
- Appunti, prospetti informativi disponibili
- Ulteriori informazioni al seguente indirizzo:
.....
.....
.....
.....

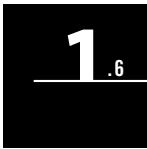
Descrizione rilasciata da:

Data:

Firma:



Attestation



Attestation of a Language Learning Stay in a region where the language is spoken
Attestation de séjour linguistique dans une région de langue étrangère
Bestätigung über einen Aufenthalt im fremden Sprachgebiet
Attestato di soggiorno linguistico in una regione di lingua straniera

Language
Langue
Sprache
Lingua

In
Séjour à
Aufenthalt in
Soggiorno a

from to
du au
in der Zeit vom bis
dal al

- Type of stay**
Type de séjour
Art des Aufenthalts
Tipo di soggiorno
- attending a state / private school
fréquentation d'une école publique / privée
Besuch einer öffentlichen oder privaten Schule
frequenza di una scuola pubblica / privata
 - attending a language school
fréquentation d'une école de langues
Besuch einer Sprachschule
frequenza di una scuola di lingue
 - staying as a guest in a family (perhaps on a holiday exchange programme)
comme hôte dans une famille (év. échange pendant les vacances)
als Gast in einer Familie (evtl. Ferienaustausch)
come ospite in una famiglia (ev. scambio durante le vacanze)
 - short-term work experience
stage
Praktikum
stage
 - work experience
séjour professionnel
Arbeitsaufenthalt
soggiorno professionale
 - other
autre
Anderes
altro

Comments
Remarques
Bemerkungen
Osservazioni

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.....

Place / Date
Lieu / Date
Ort / Datum
Luogo / Data

Signature of School / Institution / family
Signature de l'école / institution / famille
Unterschrift der Schule / Institution / Familie
Firma della scuola / istituzione / famiglia



Self-assessment Checklist

Level **A1**

2.2

Language : _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).

Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level A1.



Listening

I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.

I can understand simple directions how to get from X to Y, by foot or public transport.

I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.

I can understand numbers, prices and times.



Reading

I can understand information about people (place of residence, age, etc.) in newspapers.

I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.

I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).

I can understand words and phrases on signs encountered in everyday life (for instance “station”, “car park”, “no parking”, “no smoking”, “keep left”).

I can understand the most important orders in a computer programme such as “PRINT”, “SAVE”, “COPY”, etc.

I can follow short simple written directions (e.g. how to go from X to Y).

I can understand short simple messages on postcards, for example holiday greetings.

In everyday situations I can understand simple messages written by friends or colleagues, for example “back at 4 o'clock”.

	Me	My teacher / another	My objectives
Listening	1	2	3
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.			
I can understand simple directions how to get from X to Y, by foot or public transport.			
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.			
I can understand numbers, prices and times.			
Reading	1	2	3
I can understand information about people (place of residence, age, etc.) in newspapers.			
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.			
I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).			
I can understand words and phrases on signs encountered in everyday life (for instance “station”, “car park”, “no parking”, “no smoking”, “keep left”).			
I can understand the most important orders in a computer programme such as “PRINT”, “SAVE”, “COPY”, etc.			
I can follow short simple written directions (e.g. how to go from X to Y).			
I can understand short simple messages on postcards, for example holiday greetings.			
In everyday situations I can understand simple messages written by friends or colleagues, for example “back at 4 o'clock”.			



Spoken Interaction	1	2	3
I can introduce somebody and use basic greeting and leave-taking expressions.			
I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.			
I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.			
I can make simple purchases where pointing or other gestures can support what I say.			
I can handle numbers, quantities, cost and time.			
I can ask people for things and give people things.			
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.			
I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".			



Spoken Production	1	2	3
I can give personal information (address, telephone number, nationality, age, family, and hobbies)			
I can describe where I live.			

Strategies	1	2	3
I can say when I don't understand.			
I can very simply ask somebody to repeat what they said.			
I can very simply ask somebody to speak more slowly.			



Writing	1	2	3
I can fill in a questionnaire with my personal details (job, age, address, hobbies).			
I can write a greeting card, for instance a birthday card.			
I can write a simple postcard (for example with holiday greetings).			
I can write a note to tell somebody where I am or where we are to meet.			
I can write sentences and simple phrases about myself, for example where I live and what I do.			



Self-assessment Checklist

Level **A2**

2.2

Language : _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).

Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns **1 and 2**

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column **3**

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level A2.



Listening

- I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.
- I can generally identify the topic of discussion around me when people speak slowly and clearly.
- I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).
- I can catch the main point in short, clear, simple messages and announcements.
- I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.
- I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.



Reading

- I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.
- I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.
- I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.
- I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.
- I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).
- I can understand simple user's instructions for equipment (for example, a public telephone).
- I can understand feedback messages or simple help indications in computer programmes.
- I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.



Spoken Interaction

- I can make simple transactions in shops, post offices or banks.
- I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.
- I can get simple information about travel.
- I can order something to eat or drink.
- I can make simple purchases by stating what I want and asking the price.
- I can ask for and give directions referring to a map or plan.
- I can ask how people are and react to news.
- I can make and respond to invitations.
- I can make and accept apologies.
- I can say what I like and dislike.

	Me	My teacher / another	My objectives
	1	2	3
Listening			
I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.			
I can generally identify the topic of discussion around me when people speak slowly and clearly.			
I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).			
I can catch the main point in short, clear, simple messages and announcements.			
I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.			
I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.			
Reading			
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.			
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			
I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.			
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.			
I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).			
I can understand simple user's instructions for equipment (for example, a public telephone).			
I can understand feedback messages or simple help indications in computer programmes.			
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Spoken Interaction			
I can make simple transactions in shops, post offices or banks.			
I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.			
I can get simple information about travel.			
I can order something to eat or drink.			
I can make simple purchases by stating what I want and asking the price.			
I can ask for and give directions referring to a map or plan.			
I can ask how people are and react to news.			
I can make and respond to invitations.			
I can make and accept apologies.			
I can say what I like and dislike.			

I can discuss with other people what to do, where to go and make arrangements to meet.

I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.



Spoken Production

I can describe myself, my family and other people.

I can describe where I live.

I can give short, basic descriptions of events.

I can describe my educational background, my present or most recent job.

I can describe my hobbies and interests in a simple way.

I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).

Strategies

I can ask for attention.

I can indicate when I am following.

I can very simply ask somebody to repeat what they said.

Language Quality

I can make myself understood using memorised phrases and single expressions.

I can link groups of words with simple connectors like “and”, “but” and “because”.

I can use some simple structures correctly.

I have a sufficient vocabulary for coping with simple everyday situations.



Writing

I can write short, simple notes and messages.

I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).

I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).

I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.

I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).

I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.

I can write simple sentences, connecting them with words such as “and”, “but”, “because”.

I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).

Self-assessment Checklist

Language : _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).

Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B1.



Listening

- I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.
- I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.
- I can listen to a short narrative and form hypotheses about what will happen next.
- I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.
- I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
- I can understand simple technical information, such as operating instructions for everyday equipment.

	Me	My teacher / another	My objectives
	1	2	3
I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.			
I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.			
I can listen to a short narrative and form hypotheses about what will happen next.			
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.			
I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.			
I can understand simple technical information, such as operating instructions for everyday equipment.			



Reading

- I can understand the main points in short newspaper articles about current and familiar topics.
- I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.
- I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.
- I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).
- I can understand the most important information in short simple everyday information brochures.
- I can understand simple messages and standard letters (for example from businesses, clubs or authorities).
- In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.
- I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.



	1	2	3
I can understand the main points in short newspaper articles about current and familiar topics.			
I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.			
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.			
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).			
I can understand the most important information in short simple everyday information brochures.			
I can understand simple messages and standard letters (for example from businesses, clubs or authorities).			
In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.			
I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.			



Spoken Interaction

- I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
- I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.
- I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
- I can ask for and follow detailed directions.
- I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- I can give or seek personal views and opinions in an informal discussion with friends.
- I can agree and disagree politely.

	1	2	3
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.			
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.			
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.			
I can ask for and follow detailed directions.			
I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.			
I can give or seek personal views and opinions in an informal discussion with friends.			
I can agree and disagree politely.			

 Spoken Production	1	2	3
I can narrate a story.			
I can give detailed accounts of experiences, describing feelings and reactions.			
I can describe dreams, hopes and ambitions.			
I can explain and give reasons for my plans, intentions and actions.			
I can relate the plot of a book or film and describe my reactions.			
I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			
Strategies	1	2	3
I can repeat back part of what someone has said to confirm that we understand each other.			
I can ask someone to clarify or elaborate what they have just said.			
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".			
Language Quality	1	2	3
I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.			
I can convey simple information of immediate relevance, getting across which point I feel is most important.			
I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.			
I can express myself reasonably accurately in familiar, predictable situations.			
 Writing	1	2	3
I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.			
I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.			
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			
I can describe in a personal letter the plot of a film or a book or give an account of a concert.			
In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.			
I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).			
I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.			
I can write my CV in summary form.			

Self-assessment Checklist

Level **B2**

2.2

Language : _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).

Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns **1 and 2**

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column **3**

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B2.



Listening

I can understand in detail what is said to me in standard spoken language even in a noisy environment.

I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc.

I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.

I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.

I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

Me	My teacher / another	My objectives
1	2	3



Reading

I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.

I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.

I can understand in detail texts within my field of interest or the area of my academic or professional speciality.

I can understand specialised articles outside my own field if I can occasionally check with a dictionary.

I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.

I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.

I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.

I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.

1	2	3



Spoken Interaction

I can initiate, maintain and end discourse naturally with effective turn-taking.

I can exchange considerable quantities of detailed factual information on matters within my fields of interest.

I can convey degrees of emotion and highlight the personal significance of events and experiences.

I can engage in extended conversation in a clearly participatory fashion on most general topics.

I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.

I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.

I can carry out a prepared interview, checking and confirming information, following up interesting replies.

1	2	3



Spoken Production

	1	2	3
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.			
I can construct a chain of reasoned argument, linking my ideas logically.			
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
I can speculate about causes, consequences, hypothetical situations.			

Strategies

	1	2	3
I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.			
I can make a note of "favourite mistakes" and consciously monitor speech for them.			
I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.			

Language Quality

	1	2	3
I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.			
I can pass on detailed information reliably.			
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.			
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			



Writing

	1	2	3
I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.			
I can write summaries of articles on topics of general interest.			
I can summarise information from different sources and media.			
I can discuss a topic in a composition or "letter to the editor", giving reasons for or against a specific point of view.			
I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.			
I can write about events and real or fictional experiences in a detailed and easily readable way.			
I can write a short review of a film or a book.			
I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.			

Self-assessment Checklist

Language : _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).

Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns **1 and 2**

✓ I can do this under normal circumstances

✓✓ I can do this easily



In column **3**

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level C1.

	Me	My teacher / another	My objectives
Listening	1	2	3
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.			
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.			
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.			
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.			
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.			
I can without too much effort understand films which contain a considerable degree of slang and idiomatic usage.			
Reading	1	2	3
I can understand fairly long demanding texts and summarise them orally.			
I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.			
I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.			
I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.			
I can read any correspondence with occasional use of a dictionary.			
I can read contemporary literary texts with ease.			
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.			
I can recognise the social, political or historical background of a literary work.			
Spoken Interaction	1	2	3
I can keep up with an animated conversation between native speakers.			
I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.			
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.			
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly			

 Spoken Production	1	2	3
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.			
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.			
Strategies	1	2	3
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.			
I can relate own contribution skilfully to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			
Language Quality	1	2	3
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.			
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.			
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.			
 Writing	1	2	3
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.			
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.			
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.			
I can put together information from different sources and relate it in a coherent summary.			
I can give a detailed description of experiences, feelings and events in a personal letter.			
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.			
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.			
I can select a style appropriate to the reader in mind.			

Self-assessment Checklist

Language : _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).

Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns **1 and 2**

✓ I can do this under normal circumstances

✓✓ I can do this easily


In column **3**

! This is an objective for me

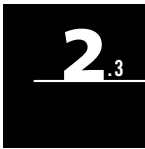
!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level C2.

	Me	My teacher / another	My objectives
→ Listening	1	2	3
I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.			
← Reading	1	2	3
I can recognise plays on words and appreciate texts whose real meaning is not explicit (for example irony, satire).			
I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.			
I can understand manuals, regulations and contracts even within unfamiliar fields.			
I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).			
I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.			
I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
↔ Spoken Interaction	1	2	3
I can take part effortlessly in all conversations and discussions with native speakers.			
→ Spoken Production	1	2	3
I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate and to eliminate ambiguity.			

Strategies	1	2	3
I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.			
Language Quality	1	2	3
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.			
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.			
I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association.			
I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.			
 Writing	1	2	3
I can write well-structured and easily readable reports and articles on complex topics.			
In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.			
I can write a well-structured review of a paper or a project giving reasons for my opinion.			
I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).			
I can write summaries of factual texts and literary works.			
I can write narratives about experiences in a clear, fluent style appropriate to the genre.			
I can write clear, well-structured complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.			
In a letter I can express myself in a consciously ironical, ambiguous and humorous way.			

Information about Important Linguistic and Intercultural Experiences



This is the place for you to give (more in detail than on the “Personal Language Learning Biography” page) information about important intercultural experiences and activities which have contributed to widening your knowledge of other countries and the people, society and culture of foreign language areas. The information can be organised as you wish: separated according to language, or chronologically.

Intercultural experiences (encounters with the country, culture and speakers of the language)

Other activities which have contributed to a greater knowledge of the society and culture (art, music, literature, history, media, etc)

Practical use of the language in specific situations (work, study, school, free time, with friends and acquaintances)

Important pieces of work and projects in a foreign language

Area with horizontal dotted lines for writing.



