

Assessment Checklist

Level A1

Language: _____

Use this checklist to record what you think you can do (Column 1). Also ask someone else, for example your teacher, to assess what they think you can do (Column 2). Use Column 2 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.

	Me	My teacher/another	My objectives
Listening Comprehension	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 instructions.			
I can understand numbers, prices and times.			
Reading Comprehension	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.			