

# Assessment Checklist

# Level A2

## 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 A2.

	Me	My teacher/another	My objectives
<b>Listening Comprehension</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible for me to understand, if the speaker can take the trouble to help.			
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 grasp 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 provided they 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.			
<b>Reading Comprehension</b>	<b>1</b>	<b>2</b>	<b>3</b>
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.			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
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 by referring to a map or plan.			
I can greet people, ask how they 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 up.			
I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.			
<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
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. last weekend, my last holiday).			
<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can ask for attention.			
I can indicate when I am following a conversation.			
I can very simply ask somebody to repeat what they said.			
<b>Language Quality</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can make myself understood by using memorised phrases and simple expressions.			
I can link groups of words with simple connectors like “and”, “but” and “because”.			
I can use some simple structures correctly.			
I have sufficient vocabulary to cope with simple everyday situations.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
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 and connect them with words (such as, and, but, because and for).			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			