

Assessment Checklist

Level B2

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 B2.

	Me	My teacher/another	My objectives
Listening Comprehension	1	2	3
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.			
I can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.			
Reading Comprehension	1	2	3
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 in my more specialised academic or professional areas.			
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 programme) and find and understand the relevant explanations and advice 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.			
Spoken Interaction	1	2	3
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 contribute to a discussion on familiar topics by confirming comprehension, inviting others in, etc.			
I can carry out a prepared interview, checking and confirming information, following up interesting replies.			
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, and hypothetical situations.			
Strategies	1	2	3
I can use standard phrases like, "That's a difficult question to answer", to gain time and keep my turn while formulating what to say.			
I can make a note of "my common 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 or 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 something in detail in a essay or a reader's letter and give reasons for or against a particular viewpoint			
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 book.			
I can express, in a personal letter or e-mail, 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.			