# Self-assessment grid B1 of the CEFR

Adapted from appendices 2 and 3 of the *Common European Framework of Reference for languages, companion volume (2020).*

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| Reception | | |
| Oral comprehension | I can understand the main points of clear standard language 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. |  |
| Reading comprehension | 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. |  |
| Production | | |
| Oral production | 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. |  |
| Written production | I can produce straightforward connected text on topics that are familiar or of personal interest. |  |
| Interaction | | |
| Oral interaction | I can deal with most situations likely to arise while 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). |  |
| Written and online interaction | I can interact about experiences, events, impressions and feelings, provided I can prepare beforehand. |  |
| I can ask for or give simple clarifications and can respond to comments and questions in some detail. |  |
| I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts. |  |
| Mediation | | |
| Mediating a text | I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest |  |
| Mediating concepts | I can help define a task in basic terms and ask others to contribute their expertise. |  |
| I can invite other people to contribute, to clarify the reason(s) for their views or to elaborate on specific points they have made. |  |
| I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding. |  |
| Mediating communication | I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification. |  |
| I can communicate the main sense of what is said on subjects of personal interest, provided speakers articulate clearly and I can pause to plan how to express things. |  |
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Qualitative features of spoken language

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| Range | Has enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events. |  |
| Accuracy | Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. |  |
| Fluency | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. |  |
| Interaction | Can initiate, maintain and close simple faceto-face conversation on topics that are familiar or of personal interest. |  |
| Can repeat part of what someone has said to confirm mutual understanding. |  |
| Coherence | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. |  |
| Phonology | Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by the other language(s) they speak. |  |
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Council of Europe. (2020). *Common European Framework of Reference for Languages: learning, teaching, assessment, Companion Volume*. Available from: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>