# Self-assessment grid B2 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 extended talk 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 language. |  |
| Reading comprehension | I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. |  |
| I can understand contemporary literary prose. |  |
| Production | | |
| Oral production | 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. |  |
| Written production | I can produce clear, detailed text on a wide range of subjects related to my interests. |  |
| I can produce an essay or report, passing on information or giving reasons in support of or against a particular point of view. |  |
| Interaction | | |
| Oral interaction | I can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible. |  |
| I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. |  |
| Written and online interaction | I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally co-operative. |  |
| I can highlight the significance of facts, events and experiences, justify ideas and support collaboration. |  |
| Mediation | | |
| Mediating a text | I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within my fields of professional, academic and personal interest. |  |
| Mediating concepts | I can encourage participation and pose questions that invite reactions from other group members or ask people to expand on their thinking and clarify their opinions. |  |
| I can further develop other people’s ideas and link them into coherent lines of thinking, considering different sides of an issue. |  |
| Mediating communication | I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and viewpoints, and by inviting participants to react to each other’s ideas. |  |
| I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed. |  |
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Qualitative features of spoken language

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| Range | Has a sufficient range of language to give clear descriptions and express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. |  |
| Accuracy | Shows a relatively high degree of grammatical control. Does not make errors that cause misunderstanding, and can correct most of their mistakes. |  |
| Fluency | Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. |  |
| Interaction | Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly. |  |
| Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. |  |
| Coherence | Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some “jumpiness” in a long contribution. |  |
| Phonology | Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility. |  |
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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>