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# A Guide to Using the Common Framework of Reference (CFR)

*with Learners of English as an Additional  
Language*

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September 2013



**Pilot Stage**

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# A GUIDE TO USING THE COMMON FRAMEWORK OF REFERENCE (CFR)

## INTRODUCTION

The Common Framework of Reference (CFR) is a criterion-referenced performance scale that supports educators as they work with a growing demographic of learners that require English as an Additional Language (EAL) supports. In order to ensure that such learners attain high levels of achievement across the Saskatchewan curriculum, the use of reference scales and corresponding resources is valuable to teacher planning and development of:

- effective strategies to support English language learners;
- consistent approaches to instruction and assessment based on language needs; and,
- ongoing monitoring of student progress over time.

The Common Framework of Reference (CFR) is a well-established language framework that identifies ways in which learners at various levels of proficiency use language to perform meaningful, authentic tasks. The descriptors within the CFR identify observable behaviours that can be structured to support the attainment of provincial curriculum outcomes for EAL learners.

## OVERVIEW OF THE CFR

People have been learning, teaching, and assessing language for many years. In this long history, there have been as many ways of teaching as there have been ways to describe levels of proficiency. The definition of a given level of language proficiency can be vague and subjective. For example, what one assessor may view as an ‘advanced beginner’ level could be viewed as an ‘intermediate’ level by another assessor.

To address this inconsistency, an international scale of language descriptors, the Common Framework of Reference (CFR), has been introduced to establish consistent standards for teaching, learning, and assessment. The scale defines levels of language ability within three broad bands of performance: **Basic**, **Independent**, and **Proficient**. These bands are further subdivided, creating a framework of six global levels of performance. Each of these six global levels can be further subdivided to provide more detail and specificity, particularly in relation to

academic language required within the subject areas. The scale attaches importance to the breadth of language acquisition in its recognition of five communicative skills: listening, spoken interaction, spoken production, reading, and writing.

The CFR is...	The CFR is <i>NOT</i> ...
<ul style="list-style-type: none"> <li>• A language reference tool.</li> <li>• Useful for educators, language learners, and parents.</li> <li>• A way to display continued language growth along a continuum.</li> <li>• Positive and engaging.</li> <li>• Applicable across grades and subjects.</li> <li>• Inclusive and user-friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• A curriculum for EAL.</li> <li>• A rigid checklist.</li> <li>• Subject specific.</li> <li>• Grade/age specific.</li> <li>• Limited to use by EAL specialists.</li> <li>• A new program.</li> <li>• Culturally biased for European languages.</li> </ul>

## BACKGROUND

The background to the CFR is the **Common European Framework of Reference** (CEFR) for languages, first officially published in 2001 after three decades of research on language teaching, learning, and assessment. It was developed and refined as a result of collaboration by linguists, researchers, specialists, and educators assigned to this task by the Council of Europe. The CEFR has ‘international currency’, meaning that it has validity and reliability as a global scale of reference. Currently, it is being used in over forty countries around the world. In January 2010, the *Council of Ministers of Education in Canada (CMEC)* recommended use of the CEFR as a reference tool for languages in Canada.

The complete CEFR Global Scale contains six levels of proficiency, as follows:

<b>Proficient User</b>	<b>C2</b> <b>C1</b>
<b>Independent User</b>	<b>B2</b> <b>B1</b>
<b>Basic User</b>	<b>A2</b> <b>A1</b>

Appendix A of this document contains descriptors of the six levels within the CEFR Global Scale.

Each of the levels describes language progress in five skill areas: Listening, Spoken Interaction, Spoken Production, Reading, and Writing.

The abbreviated term **Common Framework of Reference (CFR)** is being used in Saskatchewan in keeping with the title of Laurens Vandergrift's initial research document [\*Proposal for a Common Framework of Reference for Languages for Canada\* \(2006\)](#).

## TYPES OF CFR SCALES

There are two types of CFR scales:

1. CFR Global Scale
2. CFR Can Do Scale

### 1. CFR GLOBAL SCALE

The CFR **Global Scale** is a chart of internationally-recognized language levels that highlight observable language behaviours in social or academic contexts (i.e., the learner will...). The statements describe proficiency according to the learner's performance within 'real-world' contexts.

The CEFR scale contains six Global Levels, ranging from the beginner level (A1) to the highest level of language proficiency (C2). For the purposes of English as an Additional Language in Saskatchewan schools, the focus for learners is on the first three levels of the CFR scale, known as A1, A2 and B1. These selected levels are further sub-divided into **A1.1, A1.2, A2.1, A2.2, B1.1, and B1.2** to provide more detail for skill development and evidence of language progress in the classroom. This level of detail is particularly beneficial to beginner language learners, who need positive feedback and encouragement to calm fears or dispel frustration with language learning. By using more explicit and detailed descriptors, learners can see areas of progress, even in the earliest days and weeks of language learning. This branching from the CEFR global scale also allows classroom teachers to be more discriminating in their identification of language growth, and areas that require more specific instructional support or adaptations to promote learning.

Moving from B1.2 into B2 is a significant transition point for learners of EAL. When exiting B1.2, learners will have reached a level of proficiency that allows them to work more independently on improving language proficiency within the context of language instruction. It is important that EAL learners are fully engaged with carefully selected subject area learning as soon as possible. Learners benefit from differentiated instruction strategies and classroom adaptations while working alongside classroom English-speaking peers who also have diverse skills and abilities. When secondary school learners of EAL move beyond B1.2, they are equipped with levels of proficiency that allow them to begin working toward 10, 20, and 30 level credits in a

peer-supported environment. Learners have more opportunities to interact with speakers of English and build greater language proficiency to achieve the course outcomes in the required areas of study. This also applies to English Language Arts. Until learners of EAL attain at least Level B1.2, they should not be expected to attempt fulfilling ELA 10, 20, or 30 level outcomes.

### Snapshot of Language Ability at Various CFR Levels

Basic User		
A1	A1.1	<ul style="list-style-type: none"> <li>Understands and uses familiar words and very basic phrases to satisfy personal needs.</li> <li>Can make simple introductions, answer questions about personal details (name, age, location, family members) or personal items.</li> </ul>
	A1.2	<ul style="list-style-type: none"> <li>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> <li>Shows limited ability to use simple grammatical structures, e.g., punctuation, capitalization, sentence patterns.</li> </ul>
A2	A2.1	<ul style="list-style-type: none"> <li>Understands sentences and basic information relevant to personal needs and family activities.</li> <li>Can communicate about simple, routine tasks requiring a direct exchange of information on familiar or daily matters.</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>Can describe in simple language his/her background, immediate environment, interests or activities.</li> <li>Uses some simple structures accurately, but continues to systematically exhibit basic errors, e.g., verb tenses, use of prepositions, articles.</li> </ul>
Independent User		
B1	B1.1	<ul style="list-style-type: none"> <li>Understands the main points of clear standard speech about familiar topics.</li> <li>Can deal with most situations likely to arise in school or after school hours.</li> </ul>
	B1.2	<ul style="list-style-type: none"> <li>Produces simple connected text on topics which are familiar or of personal interest.</li> <li>Can describe experiences or events and can briefly give reasons and explanations for opinions and plans.</li> <li>Uses reasonably accurate structures and patterns within routine or predictable situations.</li> </ul>

## 2. CFR CAN DO SCALE

The CFR **Can Do Scale** is essentially a self-assessment grid written in the first person and based on the Global Scale. Self-assessment statements outline the learner's road-map to progress with language learning. Using a user-friendly 'Can Do' format, learners are encouraged to reflect on their current and future levels of language proficiency. Learners can start their journey at A1.1 and move toward greater levels of language proficiency. They can look back at the progress they have made on their journey and plan, with guidance from teachers or other language speakers, their route to the next level. The Can Do Scale provides a concrete 'snapshot' through which learners can appreciate the skills and abilities involved in each language level. The scale stresses learner autonomy through its action orientation. For example, a descriptor such as, *"I can ask and answer simple questions and respond to simple statements on familiar topics,"* requires the learner to engage in real-life communicative activities such as asking and answering questions, rather than filling in worksheets or participating in rote learning activities.

It is important to remember that the scale is written to describe what a language learner 'can do', not what the learner 'cannot' do. This positive orientation provides motivation and affirmation to learners.

To recognize the differing ages of learners and learning contexts in each grade, the Can Do Self-Assessment Scale has been adapted to three provincial grade groupings: Elementary (Grades 1-5), Middle (Grades 6-9), and Secondary (Grades 10-12).

Descriptors in both the CFR Global Scale and Can Do Learner Profiles reflect meaningful language and purposeful contexts appropriate to the grade level, age, and interests of the learners.

Saskatchewan CFR Scales are included in Appendix B of this document.

### ADVANTAGES OF USING THE CFR AS A PROVINCIAL LANGUAGE REFERENCE FRAMEWORK

As a provincial language framework, the CFR can be described as a 'road map' that shows the learner's journey toward proficiency in an additional language. The CFR is not intended to impose specific methodologies of teaching and learning languages. Rather, use of the framework can inform provincial directions in supporting and assisting EAL learners with language learning and progress toward achievement of outcomes. The CFR:

- sets a **standard terminology** among provincial stakeholders with reference to descriptors of language proficiency;

- facilitates cooperation and **inter-professional collaboration** among educators;
- has **transferability** to numerous settings and a broad target audience of learners;
- can be used to **track progress** over time and across different jurisdictions; and,
- can act as a **bridge** to communicating language abilities beyond K-12 education.

The CFR is beneficial to a broad target audience that includes educators, students and parents. As a provincial reference framework, the CFR has the potential to:

- increase awareness among **educators**, engaging them in meaningful exchanges concerning the teaching, learning, and assessment of additional language learning;
- assist **students** learning an additional language to monitor their language growth and take personal responsibility for their language learning; and,
- provide meaningful **parental**<sup>1</sup> engagement in discussions about their child’s progress in school.

A language framework assists **educators** to identify the language needs of individual students and the pace of instruction. It assists teachers, curriculum coordinators, consultants, and resource developers to make informed decisions on curriculum content and to select classroom learning materials based on learner language abilities at various levels of language proficiency.

The CFR has, as a core element, a positive philosophy focused on what students know and can do at each level. The Can Do statements encourage **students** to be responsible for their own learning through self-assessment tasks and personal goal-setting. A positive, rather than deficit, approach helps all learners, even those at the lowest levels of proficiency, to gain confidence as they begin to realize their language progress.

The language framework also assists **parents** to understand the language progress of their child(ren). The framework allows parents to see, at a glance, the relationship between a child’s class activities and the practical ‘can do’ statements that identify growth in language abilities along a continuum. The framework is a visual organizer to help parents understand that language learning for academic purposes takes time and that incremental progress is being made.

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<sup>1</sup> The term ‘parent’ is used throughout this document to refer to the legal guardian of any student less than 18 years of age.

## FREQUENTLY ASKED QUESTIONS

**Q. There are no specific grammatical components or recommended vocabulary banks within the CFR scale. Does this mean that grammar or specific vocabulary shouldn't be explicitly taught if we use the CFR as a base?**

A. The CFR is a criterion-referenced performance scale, not a grammatical reference scale. It describes language achievement based on accumulated evidence gathered over time from learner activities, tasks, or projects. It is not tied to the grammar or vocabulary of any one language system. The framework identifies expectations for language use at specific levels, combined with the learner's ability to understand written and spoken texts. The CFR is not defined by specific grammatical features or word lists because each of these features reflects language expectations within specific environments and cultural contexts. Rather, the CFR builds a framework around which language learning can be personalized to suit place, time, location, purpose, and context. The addition of instruction regarding form, function, and vocabulary should become part of the language learning program as required within given contexts.

**Q. How long will a learner of EAL spend at each level?**

A. The length of time at each level cannot be predicted. There is no term, semester, or school year equivalency. Because of a range of factors (e.g., prior English exposure, previous education, motivation), each learner will progress at a different rate, with some students progressing rapidly, some making smaller strides forward despite significant explicit instruction and support, while others may appear 'stuck' at a particular level for many months, requiring even more support and explicit instruction. A learner's communicative progress may vary within the skills themselves. For example, assessments may indicate that spoken production is weak in comparison to the writing skills of the learner. The CFR framework is based on criterion rather than norm-based standards to reflect that language learning is a highly individualized process and that learners will have varying skills and abilities within levels and between levels.

At first glance, the scale appears to be like a staircase with each step the same distance from the next (e.g., A1.2 to A2.1 to A2.2, etc.). This might seem to indicate that each step or level should be achieved in an equal amount of time. Learning a language, however, can be compared to mountain climbing in that the ascent gets harder the higher you climb. It does not take the same amount of time to reach each level.

**Q. Why are there so few subject specific illustrative examples in the first level (A1.1) of language proficiency?**

A. When EAL learners are just beginning to acquire English, the more immediate socio-cultural needs are the focus for language learning. An EAL learner's vocabulary will be limited to the most concrete 'here and now' needs or 'real world' situations. With time and targeted support, language learners will develop a more extensive language base and greater confidence to venture out beyond immediate needs. Learners will begin to make transitions from communicative to academic language.

**Q. What about the communicative strands of viewing and representing?**

A. Viewing and representing are critical to the language learning process. At this time, the strands are not discrete, but are integrated within the five skills of listening, spoken interaction, spoken production, reading, and writing. Decisions will be made at a later date to determine whether there is a need to create explicit strands for viewing and representing.

**Q. How can the Can Do Self-assessment Scale be used with an EAL learner who does not yet have the vocabulary to read the statements?**

A. Scaffolds will be required so that students can begin to feel more comfortable with self-assessment tasks. For example, visual cues may be added to the Can Do statements (e.g., illustrations, graphics, charts). Translated versions can also be provided in the early stages. The English version and translated version become a good source of comparative language learning. EAL learners also experience reduced levels of anxiety when given opportunities to use their first language judiciously. Numerous translations are available on the CEFR website (see the section entitled useful links which appears later in this document).

If a particular translation is not available, a school division may consider contacting local translators or interpreters, or the Saskatchewan Organization for Heritage Languages (SOHL). The website for SOHL may be accessed at: <http://heritagelanguages.sk.ca/>

**Q. If an EAL learner is taking an EAL course for credit, can that student work towards completion of that course within an ELA classroom?**

A. Physically, this student can be seated in the ELA classroom, but the EAL learner needs to be working towards the attainment of the B1.2 level of English language proficiency. The attainment of this level of proficiency is the precursor to successfully meeting the language outcomes of Secondary Level ELA courses.

**Q. Can high school EAL learners audit subject area classes so that they have more time to build adequate levels of academic language?**

A. School divisions are encouraged to give EAL learners this option. As students are progressing towards level B1.2, many will have the conceptual background to benefit from contact with a content area course. Auditing courses, particularly those that are text-dense (such as ELA or Social Studies), allows students to be exposed to the course's academic language and appropriate use of terminology within the classroom context. This type of language exposure will be of great benefit to achieving course outcomes in the future. Other areas of study, such as Mathematics or Science, may not require this option due to the nature of the course content and individual learner capabilities in these areas.

Note that while students do not need to be beyond B1.2 to enroll for a course, the CFR level is a strong indicator of the amount of additional language support that a student may require to fully comprehend course content and successfully achieve the outcomes of the course.

**Q. How do EAL learners in the elementary and middle grades work towards learning outcomes in the content areas?**

EAL learners need opportunities to work toward achieving learning outcomes in the subject areas together with their peers in age and grade appropriate settings. Various strategies can be used to accommodate English language learning in the classroom as, for example, explicit instruction, visuals, tutorials, peer work, and differentiation.

When reporting EAL learner progress, it is important to state explicitly that the learner's academic progress has been correlated to the learner's language abilities along the CFR scale. Work towards achieving subject area learning outcomes must always be viewed in relation to the learner's language level at specific times during the school year.

## PRACTICAL CONSIDERATIONS FOR USE OF THE CFR

### Encourage students to reflect on their own learning.

This can be done by asking learners concrete questions (and providing examples of possible answers). Questioning could take place within a group so that learners can share their thoughts with peers. Be sensitive that students from some cultures may not feel comfortable sharing their thoughts and may be initially hesitant. If the learner's language level is very basic, encourage the use of first languages to express deeper thought processes.

Some examples of questions to begin with include:

- What do you think are your strengths as a learner?
- What do you think are areas where you need to learn more?
- What do you need from me to help you learn?
- What do you find easy (or difficult) about learning this language?
- How can you advance your language skills individually? With a group?

### Introduce students to the concept and benefits of the CFR as a road map.

Most learners, regardless of age, understand the concept of a road map. If you offer students a clear, understandable example, the concept will be easily grasped by most. Refer to the grid often, possibly posting it in a conspicuous place in the classroom. Celebrate successes as learners move through the language continuum outlined on the grid. Feedback, appreciation, and motivation are extremely important aspects of the learning process.

### Personalize the CFR for use in specific classrooms or for subject area learning.

This could be done by adapting the illustrative examples to fit the interests of the learners and the context of the classroom. For example, the term 'short text' could be accompanied by names of particular stories being examined in class. The term prefix could be accompanied by specific prefixes used in conjunction with a math or science unit. Cartoons, games, and role play can help young learners to contextualize and explore a drama assignment. Terms and phrases required for specific careers or professions can be categorized in connection to a career-work education project. Using these strategies will help learners to understand that the CFR is both a resource and a guide to language progress.

**Encourage educators to collaborate over the language teaching, learning, and assessment of a group of EAL learners so that a common understanding of the CFR language level of each learner will emerge.**

An example of collaboration on EAL learner progress is given below.

- Teachers work in pairs to assess EAL students they both teach. Together they examine and discuss the appropriate Global Descriptors (i.e., Elementary, Middle, or Secondary Level) identifying which descriptors match each student's language competence. A conversation could sound like this:  
*"Miguel's listening skills are certainly at a level A2.2. I don't believe he has any problem fulfilling those listening descriptors."*  
*"I agree. I also think that he demonstrates A2.2 competence in both of the oral categories. The reading descriptors, however, at A2.2 are beyond him right now."*  
*"You're right. Level A2.1 reading competence descriptors are a good match for his ability."*  
*"What about the writing? I believe when he takes his time, his work is better described as A2.2. What do you think? Let's take a closer look at the features of Miguel's writing once again."*
- Writing samples are gathered for EAL learners by the Social Studies, Mathematics, Science, and ELA teachers from classroom assignments. These samples can become part of the assessment discussion between the collaborating teacher pair.
- The teachers share information on the overall English language proficiency of the students with other teachers who work with these learners.
- Teachers also share their observations with the student. They discuss the student's self-assessed (Can Do) instrument and confirm and/or adjust their assessment.

**Reassure language learners that progress will occur at different rates.**

It may take five to seven years for some students to become proficient in an additional language. Reassure learners that progress may vary among the different communicative competencies. Some learners may be at a significantly higher level in their writing over their spoken competencies. The CFR considers imbalances such as these to be completely normal and part of the language learning process. The rate of progress of an English language learner may be influenced by numerous factors, including:

- prior English language exposure, experience, and quality of instruction;
- the learner's age and level of proficiency in a first language or languages;
- parent levels of education and cultural expectations; and,
- the ease of transferability between the first language and English.

## REFERENCES AND RESOURCES

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Council of Ministers of Education in Canada, January 2010. [Working with the Common European Framework of References for Languages \(CEFR\) in the Canadian Context: Guide for policy-makers and curriculum designers.](#) Ottawa, ON.

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Integrate Ireland Language and Training. (2003). [Handbook for Schools: Integrating non-English speaking students into the school and curriculum](#)

Little, David and Perclová, R. (2001). [The European Language Portfolio: A guide for teachers and teacher trainers.](#)

Pearson Longman. (Date unknown). [Teacher's Guide to the Common European Framework.](#)

Vandergrift, Laurens. (2006). [Proposal for a Common Framework of References for Languages for Canada.](#) Second Language Institute, University of Ottawa: Ottawa, ON.

## USEFUL LINKS

The full Common European Framework document (in English):

[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

Council of Europe – CEFR European Language Portfolio Self-Assessment Descriptors and Checklists: [http://www.coe.int/t/dg4/education/elp/elp-reg/cefr\\_scale\\_EN.asp](http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_scale_EN.asp)

# Appendix A: CEFR Background

Language Policy Division  
Council of Europe

- Global Scale
- Selected Linguistic Descriptors for Writing
  - Self-Assessment Grid

## APPENDIX A: CEFR BACKGROUND


### CEFR GLOBAL SCALE


<b>Proficient</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive devices.
<b>Independent</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives; people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.


Common European Framework of Reference for Languages: Learning, teaching, assessment (p. 5)


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## CEFR SELF-ASSESSMENT GRID

	CEFR CAN DO	A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	<b>Listening</b> 	I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

	CEFR CAN DO	A1	A2	B1	B2	C1	C2
UNDERSTANDING	<b>Reading</b> 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	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.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literary works.

	CEFR CAN DO	A1	A2	B1	B2	C1	C2
<b>S P E A K I N G</b>	<b>Spoken Interaction</b> 	<p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech, and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<p>I can deal with most situations likely to arise whilst 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).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>

	CEFR CAN DO	A1	A2	B1	B2	C1	C2
S P E A K I N G	<b>Spoken Production</b> 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background, and my present or most recent job.	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.	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.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

	CEFR CAN DO	A1	A2	B1	B2	C1	C2
W R I T I N G	<b>Writing</b> 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Source: [http://www.coe.int/t/dg4/education/elp/elp-reg/Source/assessment\\_grid/assessment\\_grid\\_english.pdf](http://www.coe.int/t/dg4/education/elp/elp-reg/Source/assessment_grid/assessment_grid_english.pdf)

**Note:** The five icons appearing in this chart and throughout the document are the property of the Saskatchewan Ministry of Education. They are used exclusively to identify the skills of *Listening*, *Spoken Production*, *Spoken Interaction*, *Reading*, and *Writing* in the Saskatchewan context

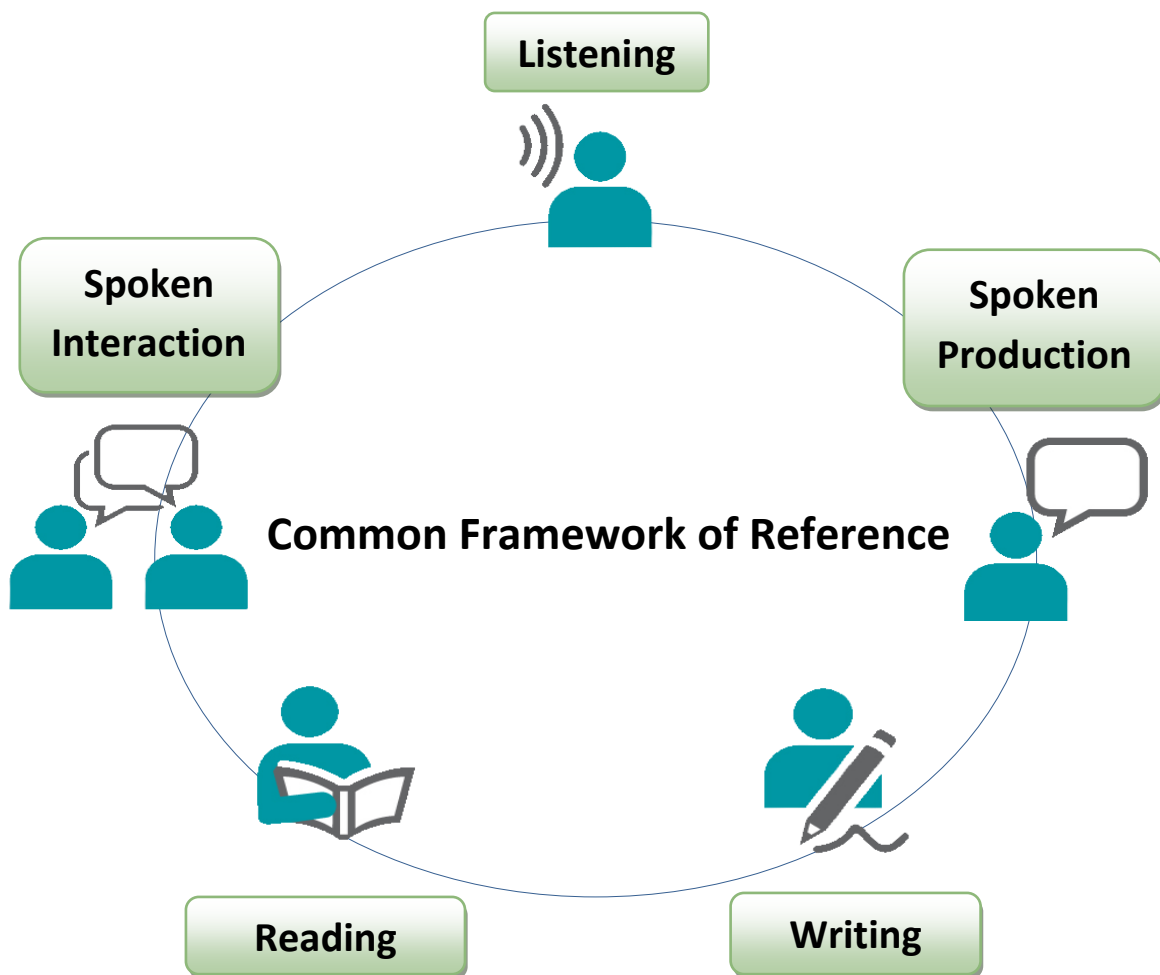
## Appendix B: Saskatchewan CFR Charts

### CFR Global Scale

- Elementary (Grades 1-5)
  - Middle (Grades 6-9)
- Secondary (Grades 10-12)

### Can Do Self-Assessment Scale

- Elementary (Grades 1-5)
  - Middle (Grades 6-9)
- Secondary (Grades 10-12)





**Note:** Descriptors with checkmarks refer to the ways in which language progress can be observed and assessed within the classroom. An example from the Can Do Self-Assessment Scale would be: *I can understand simple calculations using 'plus', 'minus', and 'times'.*

## APPENDIX B: SASKATCHEWAN CFR CHARTS



### CFR GLOBAL SCALE







#### ELEMENTARY (GRADES 1-5) CFR GLOBAL SCALE

#### ELEMENTARY LEARNER AT A1

 <b>Elementary A1.1 Listening</b>	 <b>Elementary A1.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can recognize his/her name when it is spoken by another person.</li> <li>• Can understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).</li> <li>• Can recognize and understand the words for people around them (e.g., teacher, mother, brother, doctor).</li> <li>• Can often recognize spoken words similar to the languages with which they are familiar (e.g., sweater (suéter), blouse (blusa), and boots (botas) for a Spanish speaker).</li> <li>• Can understand simple questions which directly concern them such as their name and where they are from.</li> <li>• Can understand simple classroom instructions, such as «Stand up, please», «Come here», or «Close the door, please» when expressed slowly and clearly, possibly with accompanying gestures and pictures.</li> <li>• Can understand simple information such as name, age, and perhaps country of origin when that information is given slowly and clearly.</li> <li>• Can understand simple information about an object (for example, the size and colour of a ball, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.</li> <li>• Can understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</li> <li>• Can identify the sound of most letters in context.</li> <li>• Can identify the names of common colours when heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand what is being said provided people speak slowly and carefully, and with significant pauses.</li> <li>• Can understand numbers, times and other pieces of short information, if given slowly and clearly.</li> <li>• Can understand and follow basic instructions from peers for playing games in the playground.</li> <li>• Can recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the next person).</li> <li>• Can understand some words and expressions when others are talking about themselves, their family or their classroom, provided the speech is clear and slow.</li> <li>• Can understand what is being said about the colour, size, and ownership of items (e.g., lunch bag, pencil case) if information is spoken clearly and slowly.</li> <li>• Can understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.</li> <li>✓ Can understand simple calculations using 'plus' and 'minus' and, depending on the age of the student, 'times'.</li> <li>✓ Can recognize numbers and shapes when spoken and, depending on age of the student, some mathematical terms.</li> <li>✓ Can recognize the names of some sports and the accompanying equipment.</li> </ul>



Elementary A1.1 Listening	Elementary A1.2 Listening
	<ul style="list-style-type: none"> <li>✓ Can understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings.</li> <li>✓ Can listen to instructions for games and follow teacher's or students' modeling of the activity.</li> </ul>





 Elementary A1.1 Spoken Interaction	 Elementary A1.2 Spoken Interaction
<ul style="list-style-type: none"> <li>• Can provide his/her name and ask others for theirs.</li> <li>• Can point to an object and ask what it is.</li> <li>• Can express a lack of understanding.</li> <li>• Can use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please, and thank you).</li> <li>• Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace) if the other person speaks slowly and clearly.</li> <li>• Can ask for something when pointing or gesturing supports the request.</li> </ul>	<ul style="list-style-type: none"> <li>• Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</li> <li>• Can answer simple questions using individual words, expressions, or short sentences.</li> <li>• Can indicate time (e.g., day, time of day, month).</li> <li>• Can ask the location of a familiar object (e.g., where is the chair?). Can also answer this type of question if asked clearly.</li> <li>• Can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material) and can offer these items to others.</li> <li>• Can express how they are feeling and also inquire as to how others feel.</li> <li>• Can ask other people their names, where they live, things they own.</li> <li>• Can express the size and name the colour of familiar objects. Can also ask others about these qualities.</li> <li>• Can meet and take leave of people using appropriate expressions.</li> <li>• Can make introductions of self.</li> <li>• Can communicate the day, month, and season as well as ask others about these matters.</li> </ul> <p>✓ Can ask for assistance with vocabulary.</p>

 <b>Elementary A1.1 Spoken Production</b> <ul style="list-style-type: none"> <li>• Can express how he/she is feeling using simple, standard expressions.</li> <li>• Can express basic personal information such as name, age, and possibly country of origin.</li> <li>• Can name some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).</li> </ul>	 <b>Elementary A1.2 Spoken Production</b> <ul style="list-style-type: none"> <li>• Can introduce themselves very briefly, for example, state their name, where they are from, and what school they attend.</li> <li>• Can express preferences.</li> <li>• Can provide basic information about familiar things (e.g., favourite toys, ages of their brothers and sisters, names of pets).</li> <li>• Can name the main body parts (e.g., ears, nose, hands, feet).</li> <li>• Can briefly talk about weekend plans or holiday celebrations.</li> </ul>
 <b>Elementary A1.1 Reading</b> <ul style="list-style-type: none"> <li>• Can recognize some words and straightforward sentences in simple texts, if these words have been previously encountered.</li> </ul>	 <b>Elementary A1.2 Reading</b> <ul style="list-style-type: none"> <li>• Can understand words and expressions on signs when everyday language is used and signs are possibly accompanied by symbols.</li> <li>• Can recognize previously encountered words and parts of words.</li> <li>• Can recognize short text messages as well as short greetings (e.g., “get well soon”, “happy birthday”). <ul style="list-style-type: none"> <li>✓ Can understand short text in picture books and illustrated material.</li> <li>✓ Can read simple, short text, word by word and pick out the main information.</li> <li>✓ Can identify key words (e.g., names of people or places) in textbooks.</li> <li>✓ Can use illustrations to recognize text topic.</li> <li>✓ Can follow familiar mathematical examples in the textbook.</li> </ul> </li> </ul>
 <b>Elementary A1.1 Writing</b> <ul style="list-style-type: none"> <li>• Can copy or print/write own name.</li> <li>• Can print/write simple words with assistance.</li> <li>• Can copy or print/write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house).</li> </ul>	 <b>Elementary A1.2 Writing</b> <ul style="list-style-type: none"> <li>• Can print/write very simple informal messages (e.g., a note on a postcard or a note to wish a friend a happy birthday).</li> <li>• Can print/write simple information about themselves (e.g., name, age, favourite things).</li> </ul>



Elementary A1.1 Writing	Elementary A1.2 Writing
	<ul style="list-style-type: none"> <li>• Can print/write simple descriptions of everyday objects (e.g., a brief description of their home or a pet).</li> <li>✓ Can copy or print/write words being learned in class.</li> <li>✓ Can fill in gapped text using a word list of familiar words.</li> </ul>



## ELEMENTARY LEARNER AT A2

 <b>Elementary A2.1 Listening</b>	 <b>Elementary A2.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand the main points in simple, clear, and short audio announcements and messages.</li> <li>• Can understand short, clear, and simple instructions and explanations when delivered slowly (e.g., how to get from X to Y).</li> <li>• Can understand others' expression of feelings (e.g., whether they are indicating they are happy/sad, well/ill).</li> <li>• Can extract important information from audio texts (e.g., there will be an indoor recess because of the cold temperature) provided the message is delivered clearly.</li> <li>• Can understand phrases and high frequency vocabulary related to areas of personal interest.</li> <li>• Can catch the main point in short, clear, simple messages and communications.</li> <li>✓ Can understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.</li> <li>✓ Can understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly and clearly.</li> <li>✓ Can understand isolated, familiar words and phrases when listening to clear, slow, and basic text being read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Can generally comprehend the general idea of overheard conversations.</li> <li>• Can understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an announcement of a bus delay, an intercom announcement at school).</li> <li>• Can understand an audio advertisement if it is delivered clearly and concerns a product of interest to the student.</li> <li>• Can understand the dialogue of a movie or cartoon when the visuals provide contextual support.</li> <li>• Can generally identify changes in the topic of discussion if people speak slowly.</li> <li>✓ Can listen to other students' contributions in class, and use these responses as models for their own.</li> <li>✓ Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).</li> <li>✓ Can understand simple mathematical processes when explained.</li> <li>✓ Can understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline).</li> <li>✓ Can get the main idea of a short text when read aloud clearly and slowly.</li> <li>✓ Can get the main idea of an age-appropriate audio-visual presentation.</li> <li>✓ Can follow verbal instructions for a game when spoken clearly and slowly.</li> </ul>





 <b>Elementary A2.1 Spoken Interaction</b>	 <b>Elementary A2.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can express common greetings such as, “happy birthday”, “happy new year”.</li> <li>• Can express common feelings (e.g., “I am cold”; “I am hungry”, “I am thirsty”).</li> <li>• Can participate in a short telephone conversation prepared for in advance.</li> <li>• Can ask straightforward questions in familiar situations (e.g., asking the location of an item, asking for directions, asking for the time) and understand the responses.</li> <li>• Ask others about what they like to eat or drink.</li> <li>• Can exchange information about everyday matters using simple vocabulary (e.g., favourite sports, names of pets, holiday plans).</li> <li>• Can ask others simple questions concerning their homes (village/town) or their interests.</li> <li>• Can make and accept apologies.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask for assistance in understanding textbook problems.</li> <li>✓ Can ask for clarification of unknown words and expressions.</li> <li>✓ Can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for a word to be spelled out and can spell out names or words themselves.</li> <li>• Can ask appropriate questions during a conversation to ensure the other person understands them.</li> <li>• Can ask someone to repeat themselves or say something a different way.</li> <li>• Can take part in simple social interactions asking people what they do at school and what they like to do in their spare time. Can reply to these sorts of questions themselves when asked.</li> <li>• Can ask for information (e.g., how to get to a location) as well as offer simple explanations to others.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask other students to confirm solutions to problems.</li> </ul>
 <b>Elementary A2.1 Spoken Production</b>	 <b>Elementary A2.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can indicate personal strengths and weaknesses.</li> <li>• Can describe their home, how to how to get there, and possibly the length of time spent in travelling there.</li> <li>• Can describe basic aspects of their day by day life, such as favourite foods and daily activities.</li> <li>• Can talk briefly about familiar topics, such as favourite sports and pets.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe, using simple words, a daily event at home or school.</li> <li>• Can describe, using simple words, their opinion of a situation or event.</li> <li>• Can provide a simple description of a common object (e.g., describe the appearance and behaviour of an animal with which they are familiar).</li> <li>• Can provide a short, simple account of something experienced (e.g., a class trip, a party, a game they played).</li> </ul>

Elementary A2.1 Spoken Production	Elementary A2.2 Spoken Production
<ul style="list-style-type: none"> <li>✓ Can talk about a familiar topic in a short presentation, prepared in advance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can express what they like and/or dislike about something with which they are familiar (e.g., a song, a book, a particular place) and can provide some brief indication of reasons for their opinions.</li> <li>• Can provide some information concerning their culture's celebrations and special events.</li> <li>✓ Can say most numbers (including the year) without hesitation.</li> <li>✓ Can describe simple mathematical processes (e.g., "You add two to three and get five.").</li> <li>✓ Can produce a summary of a short story expressed in a simple sequence of events.</li> </ul>



 Elementary A2.1 Reading	 Elementary A2.2 Reading
<ul style="list-style-type: none"> <li>• Can follow a set of clear-cut instructions (e.g., for a simple craft project), especially if there are pictures or diagrams to illustrate the most important steps.</li> <li>• Can understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</li> <li>• Can locate important information in simple text (e.g., greetings on the bulletin board, or times and dates on a class notice).</li> <li>✓ Can read and understand texts written in simple language using common words and/or words recognized from other known languages.</li> <li>✓ Can understand most of what occurs in a well-structured short story and can identify the story's main characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Can distinguish and understand the important information in everyday visual text (e.g., signs around the school, the weather forecast, sports scores).</li> <li>• Can use everyday reference material (e.g., catalogue, yellow pages).</li> <li>• Can follow instructions for using everyday equipment (e.g., vending machines).</li> <li>• Can understand the main information in short articles and reports (e.g., a list of school rules) if they deal with familiar subjects.</li> <li>• Can understand the main points in a straightforward personal communication if the topic is familiar.</li> <li>• Can use the alphabet to find particular items in lists (e.g., a telephone book).</li> <li>✓ Can read patterned and predictable text.</li> <li>✓ Can understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments, instructions for art projects).</li> </ul>

 <b>Elementary A2.1 Writing</b>	 <b>Elementary A2.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.</li> <li>• Can print/write, either by hand or electronically, an informal invitation to others their age, reply to such an invitation or confirm/cancel/change an invitation.</li> <li>• Can write short sentences expressing wants and preferences.</li> <li>• Can write, with the help of illustrations, an explanation of where they live and how to get there.</li> <li>• Can use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.</li> <li>• Can prepare simple reminders or notes for personal use (e.g., diary, journal, homework book).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can write an introduction or conclusion to a story given some assistance.</li> <li>✓ Can copy dates and facts from short, simple text.</li> <li>✓ Can label charts, diagrams, and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Can provide descriptions of common objects or familiar places using short, simple sentences.</li> <li>• Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party or celebration, an accident, a daily routine). Can include concrete details such as what, where, and when.</li> <li>• Can exchange useful information with friends in emails or short notes.</li> <li>• Can write a simple letter or thank-you note. <ul style="list-style-type: none"> <li>✓ Can tell a simple story (e.g., the best holiday ever or life in the future).</li> <li>✓ Can use simple grammatical structures.</li> <li>✓ Can write straightforward text on topics familiar to them using appropriate transitional words such as ‘and’, ‘but’ and ‘because’. Can use important connecting words to indicate chronological order (e.g., ‘then’, ‘after’, ‘later’).</li> </ul> </li> <li>✓ Can devise a timeline for a topic.</li> <li>✓ Can write a summary sentence of a text’s main ideas.</li> <li>✓ Can write about classroom learnings in a diary or journal.</li> <li>✓ Can fill in missing facts, names, and subject specific terms in gapped texts.</li> <li>✓ Can write down key words and phrases during an oral presentation.</li> </ul>



## ELEMENTARY LEARNER AT B1



 <b>Elementary B1.1 Listening</b>	 <b>Elementary B1.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand when people speak at normal speed on familiar topics, although there may be a need to repeat particular words and phrases.</li> <li>• Can understand clear audio announcements (e.g., morning message over the school intercom).</li> <li>• Can follow the main idea of audio text if the topic is familiar and the text can be replayed.</li> <li>• Can understand the main points of even a relatively long discussion if it concerns a familiar topic, and if the people involved use Standard English and do not speak too quickly.</li> <li>• Can understand the most important information on a television program when visuals support the message.</li> <li>• Can understand many media programs dealing with subjects of interest if the people talk slowly and clearly.</li> <li>✓ Can understand some colloquial expressions related to the classroom, and to sports and games.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when delivered slowly, supported by board and/or textbook illustrations, and there is an opportunity for clarification.</li> <li>✓ Can follow small group discussion between two or more native speakers, if that conversation is unhurried and student is familiar with the vocabulary of the topic under discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main point and the important details of audio recordings provided standard language is used and the topic is one of interest.</li> <li>• Can understand the main points in a relatively long conversation the student overhears.</li> <li>✓ Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic.</li> <li>✓ Can understand teacher explanations of experiments, processes, instructions, etc. especially when supported by board and/or textbook illustrations.</li> <li>✓ Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification.</li> <li>✓ Can understand a short film on a familiar topic.</li> <li>✓ Can understand the main points of stories and other text read aloud in the classroom.</li> </ul>
 <b>Elementary B1.1 Spoken Interaction</b>	 <b>Elementary B1.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can have simple telephone conversations with a known audience.</li> <li>• Can explain to a teacher where they are having difficulty.</li> <li>• Can express opinions on familiar subjects and ask for others' opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can indicate that something is causing a problem and also explain why.</li> <li>• Can initiate a conversation and help to keep it going.</li> <li>• Can ask spontaneous questions.</li> </ul>

Elementary B1.1 Spoken Interaction	Elementary B1.2 Spoken Interaction
<ul style="list-style-type: none"> <li>• Can sustain a conversational exchange with a peer in the classroom when the topic is familiar though there may be some difficulty in understanding and being understood from time to time.</li> <li>• Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to think about it.</li> <li>• Can repeat what has been said and convey this information to another.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can offer comments and otherwise contribute in a small group situation.</li> <li>✓ Can ask questions about mathematical procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Can participate in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can actively participate in group work, expressing opinions and making suggestions.</li> <li>✓ Can ask questions about mathematical and scientific procedures.</li> <li>✓ Can ask questions about vocabulary choices, word order, sentence structure, and language forms.</li> <li>✓ Can ask questions about text for clarity or information.</li> </ul>

 Elementary B1.1 Spoken Production	 Elementary B1.2 Spoken Production
<ul style="list-style-type: none"> <li>• Can briefly explain and justify her/his points of view, ideas, and plans.</li> <li>• Can describe personal goals and intentions.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can retell a simple story read /heard in class.</li> <li>✓ Can describe what is occurring in a film or book, and share a personal opinion about it.</li> <li>✓ Can verbally indicate willingness to participate in sports and games, and join in discussion of team performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can clearly explain how something is done or used (e.g., how to behave at an assembly, how to take out a library book)</li> <li>• Can make announcements using simple words and phrasing (e.g., present information about the daily schedule to visitors).</li> <li>• Can clearly express feelings and opinions, and explain the reasons for them.</li> <li>• Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.</li> <li>• Can present an argument clearly enough to be understood most of the time.</li> <li>• Can provide detailed, practical instructions to explain a process with which they are familiar (e.g., how to look after a pet, how to bake a cake, how to repair a bicycle). Can respond to clear questions regarding the presentation.</li> <li>• Can talk in some detail about similarities and differences between their current residence and their place of origin.</li> </ul>

Elementary B1.1 Spoken Production	Elementary B1.2 Spoken Production
	<ul style="list-style-type: none"> <li>✓ Can contribute personal understandings of observations, experiments, etc. and express personal opinions about various texts being studied in class.</li> <li>✓ Can talk about solutions to mathematics and science problems in everyday language.</li> </ul>



 Elementary B1.1 Reading	 Elementary B1.2 Reading
<ul style="list-style-type: none"> <li>• Can identify and understand the important information in simple, clearly drafted print materials, such as school handouts or newsletters provided there are a limited number of abbreviations and colloquialisms.</li> <li>• Can understand the purpose of a website.</li> <li>• Can understand most short instructions (e.g., safety regulations on the playground or gym).</li> <li>• Can understand clear, simple instructions with some visual support (e.g., instructions on a craft project).</li> <li>• Can understand straightforward letters and messages.</li> <li>✓ Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</li> <li>✓ Can use key words, diagrams, and illustrations to support reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Can look at straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest or applicable.</li> <li>• Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied.</li> <li>✓ Can read and follow directions for experiments and other classroom projects.</li> <li>✓ Can understand subject specific words.</li> <li>✓ Can understand most vocabulary in narrative text.</li> <li>✓ Can distinguish between fictional and factual text.</li> </ul>





 Elementary B1.1 Writing	 Elementary B1.2 Writing
<ul style="list-style-type: none"> <li>• Can describe everyday places, objects, or events (e.g., a magic show at school, a field trip to a farm) using complete sentences that are connected to each other.</li> <li>• Can express what has been learned, how it has been learned, and learning goals for the future.</li> <li>• Can write a report on an important personal experience (e.g., moving to a new home, getting a pet).</li> </ul>	<ul style="list-style-type: none"> <li>• Can list the advantages and disadvantages of things which are of personal concern (e.g., rules of conduct in the school).</li> <li>• Can take notes (or make other representations) when listening.</li> <li>• Can present, in simple sentences, a personal opinion on an issue provided there is knowledge of specific vocabulary related to the issue under examination.</li> <li>• Can recount a personal experience.</li> </ul>



Elementary B1.1 Writing	Elementary B1.2 Writing
<ul style="list-style-type: none"> <li>• Can write simple, short descriptions of personal experiences without assistance.</li> <li>✓ Can summarize simple text dealing with familiar subjects.</li> <li>✓ Can use a writing frame to write short, simple descriptive or expository texts.</li> <li>✓ Can work through examples from science or mathematics resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe objects of interest (e.g., a video game, a toy, a favourite sport), explaining the advantages and disadvantages involved.</li> <li>✓ Can give a brief written description of an experiment, a process, or a concept.</li> <li>✓ Can write about reactions to class work and experiments in a learning journal.</li> <li>✓ Can write a short summary of narrative or expository text including audiovisual productions.</li> <li>✓ Can write short descriptive, narrative, or expository text.</li> <li>✓ Can write personal letters describing feelings, experiences, and reactions.</li> </ul>



## MIDDLE (GRADES 6-9) CFR GLOBAL SCALE



### MIDDLE LEARNER AT A1

 <b>Middle A1.1 Listening</b>	 <b>Middle A1.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can recognize his/her name when it is spoken by another person.</li> <li>• Can understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).</li> <li>• Can recognize and understand the words for people around them (e.g., teacher, mother, brother, doctor).</li> <li>• Can often recognize spoken words similar to the languages with which they are familiar (e.g., international, vacation, accident).</li> <li>• Can understand simple questions which directly concern them, such as their name and their address.</li> <li>• Can understand simple classroom instructions, such as “Stand up, please”, “Come here”, or “Close the door, please” when expressed slowly and clearly, possibly with accompanying gestures and pictures.</li> <li>• Can understand simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly.</li> <li>• Can understand simple information about an object (for example the size and colour of a backpack, who it belongs to, and where it is) if the speaker speaks slowly and clearly, possibly with accompanying gestures.</li> <li>• Can recognize words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</li> <li>• Can identify the sound of most letters heard in context.</li> <li>• Can identify the names of common colours when heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand what is being said, provided people speak slowly and carefully and there are significant pauses.</li> <li>• Can understand numbers, prices, times, and other pieces of short information, if given slowly and clearly.</li> <li>• Can understand and follow basic instructions from peers for playing games in the playground or school gym.</li> <li>• Can recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the bus stop, third door on the left).</li> <li>• Can understand some words and expressions when others are talking about themselves, their family, or their classroom provided the speech is clear and slow.</li> <li>• Can understand what is being said about the colour, size, and ownership of computers, books, houses, etc. when spoken slowly.</li> <li>✓ Can understand the most important information in a straightforward talk provided something is already known about the subject, and that the talk is accompanied by pictures or drawings.</li> <li>✓ Can understand most of a story when read slowly and accompanied by pictures.</li> <li>✓ Can understand simple calculations using ‘plus’, ‘minus’, and ‘times’.</li> <li>✓ Can recognize numbers and shapes when heard as well as some mathematical terms.</li> <li>✓ Can recognize isolated vocabulary and terms from specific subject areas.</li> <li>✓ Can recognize the names of some sports and the accompanying equipment.</li> <li>✓ Can listen to instructions for games and follow teacher’s or students’ modeling of the activity.</li> </ul>



 <b>Middle A1.1 Spoken Interaction</b> <ul style="list-style-type: none"> <li>• Can provide his/her name and ask others for theirs.</li> <li>• Can point to an object and ask what it is.</li> <li>• Can express a lack of understanding.</li> <li>• Can use basic expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please and thank you).</li> <li>• Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace) if the other person speaks slowly and clearly.</li> <li>• Can ask for something when pointing or gesturing supports the request.</li> </ul>	 <b>Middle A1.2 Spoken Interaction</b> <ul style="list-style-type: none"> <li>• Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</li> <li>• Can answer simple questions using individual words, expressions, or short sentences.</li> <li>• Can ask the location of a familiar object.</li> <li>• Can also answer this type of question.</li> <li>• Can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). Students are also able to offer these items to others.</li> <li>• Can express how they are feeling and also inquire as to how others feel.</li> <li>• Can express the size and name the colour of familiar objects. Can also ask others about these qualities.</li> <li>• Can meet and take leave of people, using appropriate expressions.</li> <li>• Can make introductions of self and others.</li> <li>• Can communicate the day, date, and time as well as ask about those matters.</li> <li>✓ Can indicate a lack of comprehension.</li> <li>✓ Can ask for assistance with vocabulary and clarification of task.</li> <li>✓ Can use learned phrases, questions, and responses.</li> </ul>
 <b>Middle A1.1 Spoken Production</b> <ul style="list-style-type: none"> <li>• Can express how they are feeling using simple, standard expressions.</li> <li>• Can name some common objects in familiar environments (e.g., classroom materials and commonplace food items).</li> <li>• Can express basic personal information such as name, age, address, and country of origin.</li> <li>• Can use a very limited number of grammatical constructions (e.g., "My name is...").</li> </ul>	 <b>Middle A1.2 Spoken Production</b> <ul style="list-style-type: none"> <li>• Can introduce themselves very briefly, for example stating name, where they are from, and what school they attend.</li> <li>• Can provide basic information about familiar things (e.g., favourite subjects; description of their home or classroom; number, ages, and occupations of family members).</li> <li>• Can identify the main body parts.</li> <li>• Can express preferences.</li> <li>• Can briefly talk about weekend or holiday plans.</li> <li>✓ Can name some subject specific vocabulary terms.</li> </ul>





 <b>Middle A1.1 Reading</b>	 <b>Middle A1.2 Reading</b>
<ul style="list-style-type: none"> <li>• Can understand brief, simple instructions if encountered previously in the same or similar form.</li> <li>• Can recognize the main information (e.g., date, price, time) on posters, brochures, signs, and invitations.</li> <li>• Can recognize some expressions and straightforward sentences in simple texts if allowed to use a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand words and expressions on signs when everyday language is used (e.g., 'Open/Closed', 'Exit').</li> <li>• Can adequately understand straightforward forms in order to insert personal information such as name, address, date of birth, etc.</li> <li>• Can recognize important information on basic promotional material (e.g., price, date, and time on posters).</li> <li>• Can recognize short messages and greetings (e.g., "back in an hour", "happy birthday").</li> <li>✓ Can understand short text in picture books and illustrated material.</li> <li>✓ Can slowly read simple, short text sentence by sentence and pick out the main information.</li> <li>✓ Can recognize previously encountered parts of words, prefixes, and suffixes.</li> <li>✓ Can identify vocabulary related to the topic.</li> <li>✓ Can connect labels on diagrams with appropriate pieces of science equipment.</li> <li>✓ Can follow familiar mathematical examples in a textbook.</li> <li>✓ Can identify key words (e.g., names of people and places) in text.</li> <li>✓ Can access main ideas of text when accompanied by illustrations.</li> <li>✓ Can read familiar names of sports, games, and players.</li> </ul>

 <b>Middle A1.1 Writing</b>	 <b>Middle A1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can copy or write own name.</li> <li>• Can write simple words and very simple sentences with assistance such as using a dictionary or textbook.</li> <li>• Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house).</li> </ul>	<ul style="list-style-type: none"> <li>• Can write very simple informal messages (e.g., a text message or a note to tell someone when and where to meet).</li> <li>• Can write brief messages such as post cards and birthday greetings.</li> <li>• Can write simple information about themselves (e.g., name, age, address, and hobbies).</li> </ul>



 <b>Middle A1.1 Writing</b>	 <b>Middle A1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can write straightforward information about themselves in short sentences or provide that information on a questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Can fill in a questionnaire with personal details.</li> <li>• Can write simple descriptions of everyday objects (e.g., colour and size of a car, a brief description of their home).</li> <li>✓ Can complete gapped sentences using a word list of familiar words.</li> <li>✓ Can label charts, equipment, and diagrams.</li> <li>✓ Can work through examples in a math or science textbook.</li> <li>✓ Can copy facts from short, simple texts.</li> </ul>



## MIDDLE LEARNER AT A2



 <b>Middle A2.1 Listening</b>	 <b>Middle A2.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand the main points in short, simple stories and reports when there is some previous understanding of the topic.</li> <li>• Can understand the main points in simple, clear, and short audio announcements and messages.</li> <li>• Can understand short, clear and simple instructions and explanations when delivered slowly.</li> <li>• Can understand others' expression of feelings (e.g., whether they are indicating they are happy/sad, well/ill).</li> <li>• Can extract important information from audio texts (e.g., concert announcements, sports scores, weather forecasts) provided the message is delivered clearly.               <ul style="list-style-type: none"> <li>✓ Can understand the important points of a story or account, if it is told slowly and clearly.</li> <li>✓ Can understand the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams provided there is some previous familiarity with the topic.</li> <li>✓ Can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can generally comprehend the gist of overheard conversations.</li> <li>• Can understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an announcement of a bus delay, an intercom announcement at school, a news bulletin).</li> <li>• Can understand an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.</li> <li>• Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.               <ul style="list-style-type: none"> <li>✓ Can understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to use different types of equipment).</li> <li>✓ Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).</li> <li>✓ Can listen to other students' contributions in class, and use these responses as models for their own.</li> <li>✓ Can understand simple mathematical procedures when explained.</li> <li>✓ Can get the main idea of a short text when read aloud clearly and slowly.</li> <li>✓ Can get the main idea of an age-appropriate audio-visual presentation.</li> <li>✓ Can follow verbal instructions (e.g., for a game, a science procedure, constructing a time line) if the instructions are spoken clearly and slowly.</li> <li>✓ Can follow media presentations on familiar events or places.</li> <li>✓ Can follow text in a book when it is being read aloud.</li> </ul> </li> </ul>

 <b>Middle A2.1 Spoken Interaction</b>	 <b>Middle A2.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can express common greetings such as, “happy birthday”, “happy new year”.</li> <li>• Can express common feelings (e.g., I am cold, I am hungry, I am thirsty).</li> <li>• Can participate in a short telephone conversation with some preparation in advance.</li> <li>• Can ask straightforward questions in familiar situations (e.g., asking the location and price of an item, asking for directions, asking for the time) and understand the responses.</li> <li>• Offer others different things to eat or drink.</li> <li>• Can exchange information about everyday matters using simple vocabulary (e.g., weekend activities, hobbies and other interest, shopping).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask for assistance in understanding textbook problems.</li> <li>✓ Can ask for clarification of unknown words and terms.</li> <li>✓ Can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for a word to be spelled out and can spell out names or words themselves.</li> <li>• Can ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.</li> <li>• Can ask someone to say something more clearly, to explain something a different way, or to repeat what has been said.</li> <li>• Can take part in simple social interactions asking people what they do at work/school and what they do in their spare time, and can reply to these sorts of questions when asked.</li> <li>• Can ask for information (e.g., how to get to a location) as well as offer simple explanations to others.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask other students to confirm solutions to problems.</li> <li>✓ Can ask for assistance (e.g., Understanding textbook problems, asking for clarification of vocabulary, terminology, rules).</li> </ul>
 <b>Middle A2.1 Spoken Production</b>	 <b>Middle A2.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can indicate personal strengths and weaknesses.</li> <li>• Can describe their home, how to get there, and the length of time spent in travelling there.</li> <li>• Can describe basic aspects of their daily life, such as favourite foods and daily activities.</li> <li>• Can talk briefly about familiar topics, such as weekend or holiday plans.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can talk about a familiar topic in a short presentation, prepared in advance but not read.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe, using simple words, a daily event at home or school.</li> <li>• Can describe, using simple words, their opinion of a situation or event.</li> <li>• Can provide a simple description of a common object (e.g., describe the appearance and behaviour of an animal with which they are familiar).</li> <li>• Can express what they like and/or dislike about something with which they are familiar (e.g., a song, a book, a particular place). Can provide some brief indication of reasons for their opinions.</li> </ul>

Middle A2.1 Spoken Production	Middle A2.2 Spoken Production
	<ul style="list-style-type: none"> <li>• Can provide some information concerning their culture's celebrations and special events.</li> <li>• Can provide a short, simple account of something experienced (e.g., a class trip, a party, a shopping outing).</li> <li>✓ Can say most numbers (including years) without hesitation.</li> <li>✓ Can describe simple mathematical or scientific processes (e.g., "Then add the two numbers together and divide by four.", "Fill the beaker with water.").</li> <li>✓ Can summarize a short story expressed in a simple sequence of events.</li> <li>✓ Can talk about familiar places, historical figures, and events using simple vocabulary and language constructions.</li> </ul>



 Middle A2.1 Reading	 Middle A2.2 Reading
<ul style="list-style-type: none"> <li>• Can understand most of what is written in short, simple texts on subjects with which I am familiar and/or in which I am interested.</li> <li>• Can locate important information in simple text (e.g., dates and times on posters, 'keep to the right' or 'no parking' signs, people's ages and places of residence) in newspaper or magazine articles.</li> <li>• Can understand the gist of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar.</li> <li>✓ Can understand most of what occurs in a well-structured short story and can identify the story's main characters.</li> <li>✓ Can read and understand texts written in simple language using common words and/or words recognized from other known languages.</li> <li>✓ Can recognize some key terminology from subject areas (e.g., labels on science equipment).</li> </ul>	<ul style="list-style-type: none"> <li>• Can distinguish and understand the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters).</li> <li>• Can follow instructions for using everyday equipment (e.g., cash dispensers, vending machines, ticket dispensers).</li> <li>• Can understand short instructions illustrated through step-by-step visuals (e.g., cooking instructions on food packages; instructions for mobile phone use, and simple science experiments).</li> <li>• Can use everyday reference material (e.g., catalogues yellow pages).</li> <li>• Can understand the main information in short articles and reports (e.g., discussions on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects.</li> <li>• Can understand the main points in a straightforward personal communication if the topic is familiar.</li> </ul>



 <b>Middle A2.1 Reading</b>	 <b>Middle A2.2 Reading</b>
<ul style="list-style-type: none"> <li>✓ Can follow a set of clear-cut instructions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can extract important information, especially relating to facts, from textbooks and other age-appropriate text.</li> <li>✓ Can read short text segments to find main ideas and a few details.</li> <li>✓ Can read diagrams, with accompanying text, and use information to answer questions if given lead-in phrases.</li> <li>✓ Can read, using a bilingual dictionary, short narratives with some illustrations as support.</li> <li>✓ Can identify relevant section of textbook or other information source.</li> </ul>



 <b>Middle A2.1 Writing</b>	 <b>Middle A2.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.</li> <li>• Can write, either by hand or electronically, an informal invitation to others their age, reply to such an invitation, or confirm/cancel/change an invitation.</li> <li>• Can write short sentences expressing wants and preferences.</li> <li>• Can write, with the help of illustrations, an explanation of where they live and how to get there.</li> <li>• Can use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.</li> <li>• Can prepare simple reminders or notes for personal use (e.g., diary, journal, homework book).</li> <li>✓ Can write an introduction or conclusion to a story with the help of a dictionary.</li> <li>✓ Can copy dates and facts from short, simple text.</li> </ul>	<ul style="list-style-type: none"> <li>• Can provide information on everyday issues (e.g., will be late for school, will attend an event, is ill).</li> <li>• Can provide descriptions of common objects or familiar places using short, simple sentences.</li> <li>• Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party, a celebration, an accident). Can include concrete details such as what, where, and when.</li> <li>• Can exchange useful information with friends in e-mails or short letters.</li> <li>• Can complete a questionnaire providing background information of personal skills, interests, and education.</li> <li>✓ Can tell a simple story (e.g., the best holiday ever or life in the future).</li> <li>✓ Can use simple grammatical structures accurately.</li> <li>✓ Can write about class work or lab work in a learning journal, when guided by a writing frame.</li> <li>✓ Can write a summary sentence of a text's main points, giving one or two details.</li> </ul>

Middle A2.1 Writing	Middle A2.2 Writing
	<ul style="list-style-type: none"> <li>✓ Can write straightforward text on topics familiar to them. Can link these accounts with transitional words such as 'and', 'but' and 'because'. Can use important connecting words to indicate chronological order (e.g., 'then', 'after', 'later').</li> <li>✓ Can give personal reactions to a piece of age-appropriate literature.</li> <li>✓ Can use text as a stimulus to write short dialogue.</li> <li>✓ Can write simple phrases to describe an experiment, when guided by a writing frame.</li> <li>✓ Can produce illustrations with short descriptions for a school or class project.</li> <li>✓ Can devise a timeline for a topic.</li> <li>✓ Can fill in missing facts, names, and subject specific terms in gapped texts.</li> <li>✓ Can write notes with the aid of a writing frame (e.g., word web or headings).</li> </ul>



## MIDDLE LEARNER AT B1



 <b>Middle B1.1 Listening</b>	 <b>Middle B1.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</li> <li>• Can understand clear audio announcements (e.g., traffic reports, weather forecasts).</li> <li>• Can follow the main idea of audio text if the topic is familiar and the text can be replayed.</li> <li>• Can understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.</li> <li>• Can understand the most important information in news broadcast (television, Internet) when visuals support the message.</li> <li>• Can understand many television, radio, and web-based broadcasts/announcements dealing with subjects of interest if the people talk clearly.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand some colloquial expressions related to the classroom.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when delivered slowly, supported by textbook illustrations, and there is an opportunity for clarification.</li> <li>✓ Can understand instructions, delivered clearly, and at a slow pace.</li> <li>✓ Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main point and the important details of audio recordings provided standard language is used and the topic is one of interest.</li> <li>• Can comprehend classroom talk between two or more native speakers, only occasionally needing to request clarification.</li> <li>• Can understand the main points in a relatively long conversation that is overheard.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand detailed oral instructions.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when supported by visuals such as textbook illustrations.</li> <li>✓ Can understand clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.</li> <li>✓ Can understand a short, age-appropriate film on a familiar topic.</li> <li>✓ Can understand the main points of stories and other text read aloud in the classroom.</li> </ul>



 <b>Middle B1.1 Spoken Interaction</b>	 <b>Middle B1.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can participate in telephone conversations with a known audience.</li> <li>• Can explain to a teacher when and where they are experiencing difficulty.</li> <li>• Can sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</li> <li>• Can express opinions on familiar subjects and ask for others' opinions.</li> <li>• Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question.</li> <li>• Can repeat what has been said and convey this information to another.</li> <li>• Can offer comments and otherwise contribute in a small group situation.</li> <li>• Can ask questions about mathematical or lab procedures.</li> <li>• Can contribute own understandings of science experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• Can indicate that something is causing a problem and also explain why.</li> <li>• Can ask spontaneous questions.</li> <li>• Can initiate a conversation and help to keep it going.</li> <li>• Can participate in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well.</li> <li>• Can actively participate in group work, expressing opinions and making suggestions.</li> <li>• Can ask questions about mathematical or scientific procedures.</li> <li>• Can ask about language forms, vocabulary choices, and structures.</li> <li>• Can ask questions about texts to extract further meaning.</li> </ul>



 <b>Middle B1.1 Spoken Production</b>	 <b>Middle B1.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can briefly explain and justify points of view, assumptions, and plans.</li> <li>• Can describe personal goals and intentions.</li> <li>• Can verbally indicate willingness to participate in activities.</li> <li>✓ Can describe what is occurring in a film or book, and indicate their personal opinion about it.</li> <li>✓ Can retell a simple story read/heard in class.</li> <li>✓ Offer an opinion of a short story, play, essay, or poem examined in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).</li> <li>• Can make announcements using simple words and phrasing (e.g., present the daily schedule to visitors).</li> <li>• Can clearly express feelings and explain the reasons for them.</li> <li>• Can talk in some detail about similarities and differences between their current residence and their place of origin.</li> <li>• Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.</li> </ul>

Middle B1.1 Spoken Production	Middle B1.2 Spoken Production
	<ul style="list-style-type: none"> <li>• Can present an argument clearly enough to be understood most of the time.</li> <li>• Can express an opinion on different topics associated with everyday life and common issues (e.g., give a short talk on bullying in school).</li> <li>• Can provide detailed, practical instructions to explain a process with which they are familiar (e.g., how to look after a pet, how to bake a cake, how to repair a bicycle).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can offer an opinion about a piece of literature studied in class including personal reaction to it.</li> <li>✓ Can talk about solutions to math or science problems using everyday language.</li> </ul>

 Middle B1.1 Reading	 Middle B1.2 Reading
<ul style="list-style-type: none"> <li>• Can identify and understand the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers provided there are a limited number of abbreviations and colloquialisms.</li> <li>• Can pick out important information on the labels of food packages and medicines (e.g., expiration date, directions for use, and instructions for preparation).</li> <li>• Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire evacuation measures).</li> <li>• Can understand straightforward letters and messages.</li> <li>• Can understand factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can distinguish between factual and fictional text.</li> <li>✓ Can read charts and graphs with some understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied.</li> <li>✓ Can read and understand topical articles and reports in which the authors are presenting and defending a particular point of view.</li> <li>✓ Can read textbook explanations and examples with the support of a word list and/or dictionary.</li> <li>✓ Can understand most subject specific words.</li> <li>✓ Can understand most words in narrative and expository text, and extract the key ideas from those texts.</li> </ul>



 <b>Middle B1.1 Reading</b>	 <b>Middle B1.2 Reading</b>
<ul style="list-style-type: none"> <li>✓ Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</li> <li>✓ Can read textbook explanations and examples with aid of word list and/or dictionary support.</li> <li>✓ Can understand many subject specific words when encountered in text (e.g., rhyme, multiplication, life cycle).</li> <li>✓ Can use key words, diagrams, and illustrations to support reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can read and follow directions for experiments and procedures.</li> <li>✓ Can distinguish between different text purposes (to inform, to entertain, to argue a point, etc.).</li> <li>✓ Can read short media reports on familiar sports and events.</li> </ul>



 <b>Middle B1.1 Writing</b>	 <b>Middle B1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.</li> <li>• Can describe an event using simple, coherent, and well-written sentences.</li> <li>• Can write a report on an important personal experience (e.g., moving to a new home, getting a pet, joining a sports team).</li> <li>• Can express what has been learned, how it has been learned, and learning goals for the future.</li> <li>✓ Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary.</li> <li>✓ Can summarize simple text dealing with familiar subjects.</li> <li>✓ Can work through examples from a science or mathematics textbook.</li> <li>✓ Spell and show basic punctuation accurately enough to be followed most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Can list the advantages and disadvantages of things which are of personal concern (e.g., rules of conduct at school or at home, purchasing an item, future goals).</li> <li>• Can take notes when listening.</li> <li>• Can reply in writing to an advertisement and ask for more information.</li> <li>• Can describe objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.</li> <li>✓ Can draft a text on topical subjects of interest and highlight what is particularly important.</li> <li>✓ Can write letters expressing opinions and giving detailed accounts of personal feelings and experiences.</li> <li>✓ Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination.</li> <li>✓ Can write an account of an event in history using the first person narrative.</li> <li>✓ Can write brief descriptions of an experiment or procedure.</li> <li>✓ Can write about reactions to class work and experiments in a learning journal.</li> </ul>



 <b>Middle B1.1 Writing</b>	 <b>Middle B1.2 Writing</b>
	<ul style="list-style-type: none"> <li>✓ Can write a short description of a number of possible topics (e.g., a region, a product, a character, or an event).</li> <li>✓ Can write a short summary of a piece of literature, expository text, or audiovisual production.</li> <li>✓ Can write short descriptive, narrative, or expository text.</li> </ul>

## SECONDARY (GRADES 10-12) CFR GLOBAL SCALE



### SECONDARY LEARNER AT A1



 <b>Secondary A1.1 Listening</b>	 <b>Secondary A1.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can recognize his/her name when it is spoken by another person.</li> <li>• Can understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).</li> <li>• Can recognize and understand the words for people around them (e.g., teacher, mother, brother, doctor).</li> <li>• Can often recognize spoken words similar to the languages with which they are familiar (e.g., international, vacation, accident).</li> <li>• Can understand simple questions which directly concern them, such as their name and their address.</li> <li>• Can understand simple classroom instructions, such as “Stand up, please”, “Come here”, or “Close the door, please” when expressed slowly and clearly, possibly with accompanying gestures and pictures.</li> <li>• Can understand simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly.</li> <li>• Can understand simple information about an object (for example, the size and colour of a backpack, who it belongs to, and where it is) if the speaker speaks slowly and clearly, possibly with accompanying gestures.</li> <li>• Can recognize words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</li> <li>• Can identify the sound of most letters heard in context.</li> <li>• Can identify the names of common colours when heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand what is being said, provided people speak slowly and carefully and there are significant pauses.</li> <li>• Can understand numbers, prices, times, and other pieces of short information, if given slowly and clearly.</li> <li>• Can understand and follow basic instructions from peers (e.g., for catching a bus, for playing a basketball game in the gym).</li> <li>• Can recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the bus stop, third door on the left).</li> <li>• Can understand some words and expressions when others are talking about themselves, their family, or their classroom, provided the speech is clear and slow.</li> <li>• Can understand what is being said about the colour, size, and ownership of computers, cell phones, houses, etc., if information is spoken clearly and slowly.</li> <li>✓ Can understand the most important information in a straightforward talk, provided something is already known about the subject and the talk is accompanied by pictures or drawings.</li> <li>✓ Can understand most of a story when it is read slowly and clearly, and is accompanied by pictures or drawings.</li> <li>✓ Can understand simple calculations using ‘plus’, ‘minus’, and ‘times’.</li> <li>✓ Can recognize numbers and shapes, when heard, as well as some mathematical terms; can recognize isolated vocabulary and terms from specific subject areas.</li> <li>✓ Can recognize the names of some sports and the accompanying equipment.</li> <li>✓ Can listen to instructions for games, and follow teacher’s or students’ modeling of the activity.</li> </ul>


 <b>Secondary A1.1 Spoken Interaction</b>	 <b>Secondary A1.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can provide his/her name and ask others for theirs.</li> <li>• Can point to an object and ask what it is.</li> <li>• Can express a lack of understanding.</li> <li>• Can use basic expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please, and thank you).</li> <li>• Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace), if the other person speaks slowly and clearly.</li> <li>• Can ask for something when pointing or gesturing supports the request.</li> </ul>	<ul style="list-style-type: none"> <li>• Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</li> <li>• Can answer simple questions using individual words, expressions, or short sentences.</li> <li>• Can ask the location of a familiar object. Can also answer this type of question, if asked clearly.</li> <li>• Can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). Students are also able to offer these items to others.</li> <li>• Can express how they are feeling and also inquire as to how others feel.</li> <li>• Can express the size and name the colour of familiar objects. Can also ask others about these qualities.</li> <li>• Can meet and take leave of people using appropriate expressions.</li> <li>• Can make introductions of self and others.</li> <li>• Can communicate the day, date, and time, as well as ask about those matters.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can indicate a lack of comprehension.</li> <li>✓ Can ask for assistance with vocabulary and clarification of task.</li> <li>✓ Can use learned phrases, questions, and responses.</li> </ul>

 <b>Secondary A1.1 Spoken Production</b>	 <b>Secondary A1.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can express how they are feeling using simple, standard expressions.</li> <li>• Can name some common objects in familiar environments (e.g., classroom materials and commonplace food items).</li> <li>• Can express basic personal information such as name, age, address, and country of origin.</li> <li>• Can use a very limited number of grammatical constructions (e.g., "My name is...").</li> </ul>	<ul style="list-style-type: none"> <li>• Can introduce themselves very briefly, for example stating name, where they are from, and what school they attend.</li> <li>• Can identify the main body parts.</li> <li>• Can express preferences.</li> <li>• Can provide basic information about familiar things (e.g., favourite subjects; description of their home or classroom; number, ages, and occupations of family members).</li> <li>• Can briefly talk about weekend or holiday plans.</li> </ul>



Secondary A1.1 Spoken Production	Secondary A1.2 Spoken Production
	<ul style="list-style-type: none"> <li>✓ Can name some subject-specific vocabulary terms.</li> <li>✓ Can express likes/dislikes about a familiar topic.</li> </ul>





 Secondary A1.1 Reading	 Secondary A1.2 Reading
<ul style="list-style-type: none"> <li>• Can understand brief, simple instructions, if encountered previously in the same or similar form.</li> <li>• Can recognize some words and straightforward sentences in simple texts, if seen previously.</li> <li>• Can recognize the main information (e.g., date, price, time) on posters, brochures, signs, and invitations.</li> <li>• Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand words and expressions on signs when everyday language is used (e.g., 'Open/Closed', 'Exit').</li> <li>• Can adequately understand straightforward forms in order to insert personal information such as name, address, date of birth, etc.</li> <li>• Can recognize important information on basic promotional material (e.g., price, date, and time on posters).</li> <li>• Can recognize short messages and greetings (e.g., "back in an hour"; "happy birthday"). <ul style="list-style-type: none"> <li>✓ Can slowly read simple, short texts, sentence by sentence, and pick out the main information.</li> <li>✓ Can recognize previously encountered parts of words, prefixes, and suffixes.</li> <li>✓ Can identify vocabulary related to the topic.</li> <li>✓ Can connect labels on diagrams with appropriate pieces of science equipment.</li> <li>✓ Can follow familiar mathematical examples in a textbook.</li> <li>✓ Can identify key words (e.g., names of people and places) in text.</li> <li>✓ Can access main ideas of text when accompanied by illustrations.</li> <li>✓ Can read familiar names of sports, games, and players.</li> </ul> </li> </ul>

 Secondary A1.1 Writing	 Secondary A1.2 Writing
<ul style="list-style-type: none"> <li>• Can copy or write own name.</li> <li>• Can write simple words and very simple sentences with assistance, using a dictionary or textbook.</li> <li>• Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair,).</li> </ul>	<ul style="list-style-type: none"> <li>• Can write very simple informal messages (e.g., a text message or a note to tell someone when and where to meet).</li> <li>• Can write simple information about themselves (e.g., name, age, address, and hobbies).</li> </ul>



Secondary A1.1 Writing	 <b>Secondary A1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can write straightforward information about themselves in short sentences or provide that information on a questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write brief messages like post cards and birthday greetings.</li> <li>• Can write simple descriptions of everyday objects (e.g., colour and size of a car; a brief description of their home).</li> <li>• Can fill in a questionnaire with personal details.</li> <li>✓ Can complete gapped sentences using a word list of familiar words.</li> <li>✓ Can label charts, equipment, and diagrams.</li> <li>✓ Can work through examples in a math or science textbook.</li> <li>✓ Can copy facts from short, simple texts.</li> </ul>



## SECONDARY LEARNER AT A2



 <b>Secondary A2.1 Listening</b>	 <b>Secondary A2.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand the main points in short, simple stories and reports when there is some previous understanding of the topic.</li> <li>• Can understand the main points in simple, clear, and short audio announcements and messages.</li> <li>• Can understand short, clear and simple instructions and explanations, when delivered slowly.</li> <li>• Can understand others' expression of feelings (e.g., whether they are indicating they are happy/sad, well/ill).</li> <li>• Can extract important information from audio texts (e.g., concert announcements, sports scores, weather forecasts), provided the message is delivered clearly.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand the important points of a story or account, if it is told slowly and clearly.</li> <li>✓ Can understand the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.</li> <li>✓ Can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</li> <li>✓ Can understand phrases and high frequency vocabulary related to areas of personal relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can generally comprehend the gist of overheard conversations.</li> <li>• Can generally identify changes of topic in conversation.</li> <li>• Can understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an announcement of a bus delay, an intercom announcement at school, a news bulletin).</li> <li>• Can understand an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.</li> <li>• Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand simple technical explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to use different types of equipment).</li> <li>✓ Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).</li> <li>✓ Can listen to other students' contributions in class, and use these responses as models for their own.</li> <li>✓ Can understand simple mathematical procedures when explained.</li> <li>✓ Can follow verbal instructions (e.g., for playing a game, for using a cash dispenser, for completing a science procedure, for constructing a timeline) if the instructions are spoken clearly and slowly.</li> <li>✓ Can get the main idea of audiovisual or other media presentations on familiar topics.</li> <li>✓ Can get the main idea of a short text when read aloud clearly and slowly.</li> <li>✓ Can follow text in a book when it is being read aloud slowly and clearly.</li> </ul>



 <b>Secondary A2.1 Spoken Interaction</b>	 <b>Secondary A2.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can express common greetings such as, “happy birthday”, “happy new year”.</li> <li>• Can express common feelings (e.g., I am cold; I am hungry, I am thirsty).</li> <li>• Can participate in a short telephone conversation with some preparation in advance.</li> <li>• Can ask straightforward questions in familiar situations (e.g., asking the location and price of an item, asking for directions, asking for the time) and understand the responses.</li> <li>• Offer others different things to eat or drink.</li> <li>• Can exchange information about everyday matters using simple vocabulary (e.g., weekend activities, hobbies and other interests, shopping).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask for assistance in understanding textbook problems.</li> <li>✓ Can ask for clarification of unknown words and terms.</li> <li>✓ Can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for a word to be spelled out and can spell out names or words themselves.</li> <li>• Can ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.</li> <li>• Can ask someone to say something more clearly, to explain something a different way, or to repeat what has been said.</li> <li>• Can take part in simple social interactions asking people what they do at work/school and what they do in their spare time, and can reply to these sorts of questions when asked.</li> <li>• Can ask for information (e.g., how to get to a location) as well as offer similar, simple explanations to others.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask other students to confirm solutions to problems.</li> <li>✓ Can ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology, rules).</li> </ul>
 <b>Secondary A2.1 Spoken Production</b>	 <b>Secondary A2.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can indicate personal strengths and weaknesses.</li> <li>• Can describe their home, how to get there, and the length of time spent in travelling there.</li> <li>• Can describe basic aspects of their day-by-day life, such as favourite foods and daily activities.</li> <li>• Can talk briefly about familiar topics, such as weekend or holiday plans.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can talk about a familiar topic in a short presentation, prepared in advance but not read.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe, using simple words, a daily event at home or school.</li> <li>• Can describe, using simple words, their opinion of a situation or event.</li> <li>• Can provide a simple description of a common object (e.g., describe the appearance and behaviour of an animal with which they are familiar).</li> <li>• Can express what they like and/or dislike about something with which they are familiar (e.g., a song, a book, a particular place). Can provide some brief indication of reasons for their opinions.</li> <li>• Can provide some information concerning their culture’s celebrations and special events.</li> </ul>

Secondary A2.1 Spoken Production	Secondary A2.2 Spoken Production
	<ul style="list-style-type: none"> <li>• Can provide a short, simple account of something experienced (e.g., a class trip, a party, a shopping outing).</li> <li>✓ Can produce a summary of a short story expressed in a simple sequence of events.</li> <li>✓ Can say most numbers (including years) without hesitation.</li> <li>✓ Can describe simple mathematical or scientific processes (e.g., “Then add the two numbers together and divide by four.”, “Fill the beaker with water.”).</li> <li>✓ Can talk about familiar places, historical figures, and events using simple vocabulary and language constructions.</li> </ul>





 Secondary A2.1 Reading	 Secondary A2.2 Reading
<ul style="list-style-type: none"> <li>• Can understand most of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</li> <li>• Can locate important information in simple text (e.g., dates and times on posters, ‘keep to the right’ or ‘no parking’ signs, people’s ages and places of residence) in newspaper or magazine articles.</li> <li>• Can understand the gist of short articles and ads in magazines (print and/or electronic), provided the subjects are familiar.</li> <li>✓ Can understand most of what occurs in a well-structured short story and can identify the story’s main characters.</li> <li>✓ Can read and understand texts written in simple language using common words and/or words recognized from other known languages.</li> <li>✓ Can follow a set of clear-cut instructions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Can distinguish and understand the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters).</li> <li>• Can follow instructions for using everyday equipment (e.g., cash dispensers, vending machines, ticket dispensers).</li> <li>• Can understand short instructions illustrated through step-by-step visuals (e.g., cooking instructions on food packages, instructions for mobile phone use, simple science experiments).</li> <li>• Can use everyday reference materials, such as catalogues or the yellow pages.</li> <li>• Can understand the main information in short articles and reports (e.g., discussions on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects.</li> <li>• Can understand the main points in a straightforward personal communication if the topic is familiar.</li> <li>✓ Can read short text segments to find main ideas and a few details.</li> <li>✓ Can read patterned and predictable texts.</li> </ul>

 <b>Secondary A2.1 Reading</b>	 <b>Secondary A2.2 Reading</b>
<ul style="list-style-type: none"> <li>✓ Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps).</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can extract important information, especially relating to facts, from textbooks and other text.</li> <li>✓ Can understand information set out in mathematical language. (Will still need assistance with decoding of problems written in everyday language).</li> <li>✓ Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases.</li> <li>✓ Can read, using a bilingual dictionary, short narratives with some illustrations as support.</li> <li>✓ Can identify relevant section of textbook or other information source.</li> </ul>



 <b>Secondary A2.1 Writing</b>	 <b>Secondary A2.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.</li> <li>• Can write, either by hand or electronically, an informal invitation to others their age, reply to such an invitation, or confirm/cancel/change an invitation.</li> <li>• Can write short sentences expressing wants and preferences.</li> <li>• Can write, with the help of illustrations, an explanation of where they live and how to get there.</li> <li>• Can use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.</li> <li>• Can prepare simple reminders or notes for personal use (e.g., diary, journal, homework book).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can write an introduction or conclusion to a story with the help of a dictionary.</li> <li>✓ Can label charts, diagrams, and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Can provide information on everyday issues (e.g., will be late for school, will attend an event, is ill).</li> <li>• Can provide descriptions of common objects or familiar places using short, simple sentences.</li> <li>• Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party, a celebration, an accident). Can include concrete details such as what, where, and when.</li> <li>• Can exchange useful information with friends in e-mails or short letters.</li> <li>• Can complete a questionnaire providing background information of personal skills, interests, and education.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can tell a simple story (e.g., the best holiday ever or life in the future).</li> <li>✓ Can use simple grammatical structures accurately.</li> <li>✓ Can write a summary sentence of a text's main points giving one or two details.</li> </ul>



 <b>Secondary A2.1 Writing</b>	 <b>Secondary A2.2 Writing</b>
<ul style="list-style-type: none"> <li>✓ Can copy dates and facts from short, simple text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can write simple phrases to describe an experiment when guided by a writing frame.</li> <li>✓ Can write straightforward text on topics familiar to them. Can link these accounts with transitional words such as 'and', 'but', and 'because'. Can use important connecting words to indicate chronological order (e.g., 'then', 'after', 'later').</li> <li>✓ Can give personal reactions to a piece of age-appropriate literature.</li> <li>✓ Can use text as a stimulus to write short dialogue.</li> <li>✓ Can produce illustrations with short descriptions for a school or class project.</li> <li>✓ Can write about class work or lab work in a learning journal when guided by a writing frame.</li> <li>✓ Can devise a timeline for a topic.</li> <li>✓ Can fill in missing facts, names, and subject specific terms in gapped texts.</li> <li>✓ Can write notes with the aid of a writing frame (e.g., word web or headings).</li> <li>✓ Can write down the key words during an oral presentation.</li> </ul>



## SECONDARY LEARNER AT B1



 <b>Secondary B1.1 Listening</b>	 <b>Secondary B1.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</li> <li>• Can understand clear audio announcements (e.g., traffic reports, weather forecasts).</li> <li>• Can follow the main idea of audio text if the topic is familiar and the text can be replayed.</li> <li>• Can understand the main points of even a relatively long discussion if it concerns a familiar topic, and if the people involved use Standard English and do not speak too quickly.</li> <li>• Can understand the most important information in news broadcasts (television, radio, Internet) when visuals support the message and if speech is not too rapid.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand some colloquial expressions related to the classroom.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.</li> <li>✓ Can understand instructions, delivered clearly, and at a slow pace.</li> <li>✓ Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main point and the important details of audio recordings, provided standard language is used and the topic is one of interest.</li> <li>• Can understand the main points in a relatively long conversation that is overheard.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand detailed oral instructions.</li> <li>✓ Can comprehend classroom talk between two or more native speakers, only occasionally needing to request clarification.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when supported by visuals such as textbook illustrations.</li> <li>✓ Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic.</li> <li>✓ Can understand a short film on a familiar topic.</li> <li>✓ Can understand the main points of stories and other text read aloud in the classroom.</li> </ul>
 <b>Secondary B1.1 Spoken Interaction</b>	 <b>Secondary B1.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can participate in telephone conversations with a known audience.</li> <li>• Can explain to a teacher when and where they are experiencing difficulty.</li> <li>• Can express opinions on familiar subjects and ask for others' opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can indicate that something is causing a problem and also explain why.</li> <li>• Can initiate a conversation and help to keep it going.</li> <li>• Can repeat a summary of a conversation to another person.</li> <li>• Can ask spontaneous questions.</li> </ul>



Secondary B1.1 Spoken Interaction	Secondary B1.2 Spoken Interaction
<ul style="list-style-type: none"> <li>• Can sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</li> <li>• Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question.</li> <li>• Can repeat what has been said and convey this information to another.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can offer comments and otherwise contribute in a small group situation.</li> <li>✓ Can ask questions about mathematical or lab procedures.</li> <li>✓ Can contribute own understandings of science experiments.</li> <li>✓ Can ask questions to learn more.</li> </ul>	<ul style="list-style-type: none"> <li>• Can participate in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can actively participate in group work, expressing opinions and making suggestions.</li> <li>✓ Can ask questions about mathematical or scientific procedures.</li> <li>✓ Can ask about language forms, vocabulary choices, and structures.</li> <li>✓ Can ask questions about text to extract further meaning.</li> </ul>



 Secondary B1.1 Spoken Production	 Secondary B1.2 Spoken Production
<ul style="list-style-type: none"> <li>• Can briefly explain and justify points of view, assumptions, and plans.</li> <li>• Can describe personal goals and intentions.</li> <li>• Can verbally indicate willingness to participate in activities.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can describe what is occurring in a film or book, and indicate their personal opinion about it.</li> <li>✓ Can retell a simple story read /heard in class.</li> <li>✓ Offer an opinion of a short story, play, essay, or poem examined in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).</li> <li>• Can make announcements using simple words and phrasing (e.g., indicate to the rest of the class what is being served in the cafeteria at noon).</li> <li>• Can clearly express feelings and explain the reasons for them.</li> <li>• Can express an opinion on different topics associated with everyday life and common issues (e.g., give a short talk on the value of staying in school).</li> <li>• Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.</li> <li>• Can talk in some detail about similarities and differences between their current residence and their place of origin.</li> </ul>

 <b>Secondary B1.1 Spoken Production</b>	 <b>Secondary B1.2 Spoken Production</b>
	<ul style="list-style-type: none"> <li>• Can present an argument clearly enough to be understood most of the time.</li> <li>• Can use a fairly large number of words and expressions.</li> <li>• Can provide detailed, practical instructions to explain a process with which they are familiar (e.g., how to look after a pet, how to bake a cake, how to repair a bicycle). Can respond to questions regarding these procedures.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can add to classroom conversations regarding the topic being studied in class.</li> <li>✓ Can offer an opinion about a piece of literature studied in class, including personal reaction to it.</li> <li>✓ Can talk about solutions to math or science problems using everyday language.</li> </ul>

 <b>Secondary B1.1 Reading</b>	 <b>Secondary B1.2 Reading</b>
<ul style="list-style-type: none"> <li>• Can identify and understand the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers, provided there are a limited number of abbreviations.</li> <li>• Can examine a web site and determine its purpose.</li> <li>• Can pick out important information on the labels of food packages and medicines (e.g., expiration date, directions for use, instructions for preparation).</li> <li>• Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire evacuation measures).</li> <li>• Can understand straightforward letters and messages.</li> <li>• Can understand factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).</li> </ul>	<ul style="list-style-type: none"> <li>• Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied.</li> <li>✓ Can read and understand topical articles and reports in which the authors are presenting and defending a particular point of view.</li> <li>✓ Can read textbook explanations and examples with the support of a word list and/or dictionary.</li> <li>✓ Can understand most subject specific words.</li> <li>✓ Can read and follow directions for experiments and procedures.</li> </ul>

 <b>Secondary B1.1 Reading</b>	 <b>Secondary B1.2 Reading</b>
<ul style="list-style-type: none"> <li>✓ Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</li> <li>✓ Can read textbook explanations and examples with aid of word list and/or dictionary support.</li> <li>✓ Can distinguish between factual and fictional text.</li> <li>✓ Can read charts and graphs with some understanding.</li> <li>✓ Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle).</li> <li>✓ Can use key words, diagrams, and illustrations to support reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can understand most words in narrative and expository text, and extract the key ideas from those texts.</li> <li>✓ Can distinguish between different text purposes (to inform, to entertain, to argue a point, etc.).</li> <li>✓ Can read short media reports on familiar sports and events.</li> </ul>


 <b>Secondary B1.1 Writing</b>	 <b>Secondary B1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.</li> <li>• Can describe an event using simple, coherent, and well-written sentences.</li> <li>✓ Can write a report on an important personal experience (e.g., moving to a new home, getting a driver's licence, joining a sports team).</li> <li>✓ Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary.</li> <li>✓ Can spell and show basic punctuation accurately enough to be followed most of the time.</li> <li>✓ Can express what has been learned, how it has been learned, and learning goals for the future.</li> <li>✓ Can summarize simple text dealing with familiar subjects.</li> <li>✓ Can work through examples from a science or mathematics textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Can list the advantages and disadvantages of things which are of personal concern (e.g., rules of conduct at school or at home, purchasing an item, future goals).</li> <li>• Can reply in writing to an advertisement and ask for more information.</li> <li>• Can describe objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.</li> <li>✓ Can express in writing their personal opinions and give detailed accounts of feelings and experiences.</li> <li>✓ Can take notes (or make other types of representations) when listening.</li> <li>✓ Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination.</li> <li>✓ Can write brief descriptions of an experiment or procedure.</li> <li>✓ Can write about reactions to class work and experiments in a learning journal.</li> </ul>


 <b>Secondary B1.1 Writing</b>	 <b>Secondary B1.2 Writing</b>
<ul style="list-style-type: none"> <li>✓ Can use a writing frame to write short, simple descriptions or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can draft a text on topical subjects of interest and highlight what is particularly important.</li> <li>✓ Can write an account of an event in history using the first person narrative.</li> <li>✓ Can write a short description of a number of possible topics (e.g., a region, a product, a character, or an event).</li> <li>✓ Can write a short summary of a piece of literature, expository text, or audio visual production.</li> <li>✓ Can write short descriptive, narrative, or expository text.</li> </ul>


## CAN DO SELF-ASSESSMENT SCALE


### ELEMENTARY (GRADES 1-5) CFR CAN DO SELF-ASSESSMENT SCALE


#### ELEMENTARY LEARNER AT A1.1

	<b>Elementary A1.1 Can Do Statements for Listening Skills</b>
	I can recognize my name when spoken by another person.
	I can understand basic greetings, farewells, and common expressions of politeness like 'hello', 'goodbye', and 'sorry'.
	I can identify words for people around me such as teacher, mother, brother, doctor.
	I can often recognize English words which are similar to words in my known language(s).
	I can understand simple questions about me such as my name, address, and country of origin.
	I can understand when others give me simple information such as their name, age, and where they are from.
	I can understand simple classroom instructions, such as "Stand up, please", "Come here", or "Close the door, please" when said slowly and clearly, possibly with accompanying gestures and pictures.
	I can understand simple information about an object (for example, the size and colour of a ball, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.
	I can understand words, names, and numbers previously learned when I hear them in a short, simple recording delivered at a slow pace.
	I can identify the sounds of most letters in context.
	I can identify the names of common colours when I hear them.


	<b>Elementary A1.1 Can Do Statements for Spoken Interaction Skills</b>
	I can give my name and ask others for their names.
	I can point to an object and ask what it is.
	I can let another person know when I do not understand.
	I can use one or two learned expressions of greeting, farewell, and politeness such as 'hello', 'goodbye', 'please', and 'thank you'.
	I can respond to clear, simple questions about familiar things such as my name, age, and birthplace using a learned language pattern.
	I can ask for something if I may point and use gestures.


	<b>Elementary A1.1 Can Do Statements for Spoken Production Skills</b>
	I can say how I am feeling.
	I can name some common objects around me such as a desk, a door, and my favourite foods.
	I can state basic information such as my name, age, address, and the country I am from.
	I can use some basic language structures learned in class such as “My name is...”, “I come from ...”, “I live at...”

	<b>Elementary A1.1 Can Do Statements for Reading Skills</b>
	I can recognize some words and straightforward sentences in simple texts if I have seen them before.
	I can understand short and simple instructions if I have seen them before in the same (or very similar) form.


	<b>Elementary A1.1 Can Do Statements for Writing Skills</b>
	I can copy or print/write my own name.
	I can print/write simple words and sentences with assistance.
	I can copy or print/write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house).


## ELEMENTARY LEARNER AT A1.2


	Elementary A1.2 Can Do Statements for Listening Skills
	I can understand what is being said if the person speaks slowly and carefully.
	I can understand numbers, times, and other pieces of short information if spoken slowly and clearly.
	I can understand and follow basic instructions from friends for playing games in the playground.
	I can identify basic phrases that show position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the next person).
	I can understand some words and expressions when others are talking about me, my family, or my classroom if their speech is clear and slow.
	I can understand what is being said about the colour, size, and ownership of familiar objects such as a lunch bag or pencil case, if the information is spoken clearly and slowly.
	I can understand the most important information in a simple talk, provided I already know about the subject and the talk is accompanied by pictures or drawings.
	✓ I can understand simple calculations using 'plus', 'minus', and 'times'.
	✓ I can recognize numbers and shapes when spoken aloud as well as some math terms.
	✓ I can understand most of a short story when it is read slowly and clearly, and has pictures or drawings with it.
	✓ I can recognize the names of some sports and the equipment used in those sports.
	✓ I can listen to instructions for games and follow teacher or students when they show me how to do something.


	Elementary A1.2 Can Do Statements for Spoken Interaction Skills
	I can exchange a few words with others in basic situations if they are willing to repeat, speak slowly, or maybe say something a different way.
	I can answer simple questions using individual words, expressions, or short sentences.
	I can ask where a familiar object is as well as answer this type of question, if asked.
	I can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). I can offer these items to others as well.
	I can express how I am feeling and also inquire how others feel.
	I can communicate the size and name the colour of objects familiar to me. I can also ask others about these qualities.
	I can meet and say goodbye to people using correct expressions.

	<b>Elementary A1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can introduce myself.
	I can indicate time (e.g., date, time of day, season). I can also ask others about 'time'.
	I can ask others their names, where they live, and about the things they have.
	✓ I can ask for help with vocabulary.


	<b>Elementary A1.2 Can Do Statements for Spoken Production Skills</b>
	I can introduce myself stating my name, where I am from, and what school I attend.
	I can provide basic information about things familiar to me, such as my favourite toys, the ages of my brothers and sisters, or the names of my pets.
	I can name the main parts of the body (for example, the ears, nose, hands and feet).
	I can point out things I like and dislike.
	I can briefly talk about weekend plans or holiday celebrations.


	<b>Elementary A1.2 Can Do Statements for Reading Skills</b>
	I can understand words and expressions on signs when everyday language is used and signs are possibly accompanied by symbols.
	I can understand words and parts of words I have seen before.
	I can recognize short text messages and greetings (e.g., "back in an hour" "happy birthday").
	✓ I can understand short text in picture books and other print material.
	✓ I can pick out the main information from simple, short text if I read word by word.
	✓ I can identify key words in textbooks such as the names of people or places.
	✓ I can use pictures to make out the topic of textbooks and other print material.
	✓ I can follow familiar mathematical examples in my textbook.


	<b>Elementary A1.2 Can Do Statements for Writing Skills</b>
	I can print/write short messages such as post cards and birthday greetings.
	I can print/write simple information about myself such as my name, age, address, and my favourite things.
	I can print/write simple descriptions of everyday objects like the colour of my house or a brief description of my pet.


	<b>Elementary A1.2 Can Do Statements for Writing Skills</b>
✓	I can copy or print/write words that are being learned in class.
✓	I can fill in the blanks using a list of familiar words.


## ELEMENTARY LEARNER AT A2.1

	Elementary A2.1 Can Do Statements for Listening Skills
	I can understand the main points in most simple, clear, and short audio announcements and messages.
	I can understand short, clear, and simple instructions and explanations when spoken slowly (for example, how to get from X to Y).
	I can understand other people when they indicate they are happy or sad, well or ill, etc.
	I can identify important information from audio texts (e.g., there will be an indoor recess because it is so cold) if the message is spoken clearly.
	✓ I can understand the most important points in a basic talk or presentation which has drawings and/or diagrams if I knew something about the topic before.
	✓ I can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.
	✓ I can understand the main points in a short, simple story or a report if I knew something about the topic before and it is told clearly and slowly.


	Elementary A2.1 Can Do Statements for Spoken Interaction Skills
	I can express common greetings such as “happy birthday” or “happy new year”.
	I can express common feelings such as, “I am cold”, “I am hungry”, “I am thirsty”.
	I can participate in a short telephone conversation if I have prepared for it.
	I can ask straightforward questions in familiar situations such as asking where something is or asking the time, and I can understand the response.
	I can ask other people what they like to eat or drink.
	I can exchange information about everyday events using simple vocabulary (e.g., favourite sports, names of pets, holiday plans).
	I can ask other people simple questions about the places where they have lived or their interests.
	I can make and accept apologies.
	✓ I can ask for help in understanding textbook problems.
	✓ I can ask for help in understanding unknown words and expressions.
	✓ I can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).


	<b>Elementary A2.1 Can Do Statements for Spoken Production Skills</b>
	I can indicate my strengths and weaknesses.
	I can describe my home, how to get there, and possibly the length of time it takes to get there.
	I can describe basic aspects of my daily life such as my favourite foods and activities.
	I can talk briefly about familiar topics such as favourite sports and animals.
	✓ I can talk about something familiar to me in a short presentation, prepared in advance.


	<b>Elementary A2.1 Can Do Statements for Reading Skills</b>
	✓ I can follow a set of clear instructions (e.g., for a simple craft project) especially if there are pictures or diagrams to show me the important steps.
	✓ I can understand much of what is written in short, simple texts on subjects I know something about and am interested in.
	✓ I can locate important information in simple text (e.g., greetings on the bulletin board, or times and dates on a class notice).
	✓ I can read and understand material written in simple language which uses common words and/or words I recognize from languages I know.
	✓ I can understand most of a short story and can identify the story's main characters.
	✓ I can understand the main ideas of short articles and ads written on a familiar topic.


	<b>Elementary A2.1 Can Do Statements for Writing Skills</b>
	I can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.
	I can print/write, either by hand or electronically, an informal invitation to people my age, reply to such an invitation, or confirm/cancel/change an invitation.
	I can write short sentences expressing my wants and favourite things.
	I can print/write, with the help of drawings, a description of where I live and how to get there.
	I can write about things such as my surroundings, my daily activities, and people around me.
	I can prepare simple reminders or notes for personal use such as a diary or a journal.
	✓ I can write an introduction or conclusion to a story if I have some help.
	✓ I can copy dates and facts from short, simple text.
	✓ I can label charts, diagrams, and maps.


## ELEMENTARY LEARNER AT A2.2


	Elementary A2.2 Can Do Statements for Listening Skills
	I can get a general understanding of what people are talking about when I overhear their conversation.
	I can understand straightforward audio messages such as an announcement of a bus delay or an intercom announcement, if these messages are spoken slowly and clearly.
	I can understand a commercial that I hear if the person speaks clearly and the message concerns a product or service of interest to me.
	I can generally understand the dialogue of a movie, television program, or cartoon when the pictures are there to help me understand.
	I can generally identify changes in the topic of discussion if people are speaking slowly.
	✓ I can listen to other students' contributions in class, and use these responses as models for my own responses.
	✓ I can understand a presentation on a topic when I am familiar with the topic and the report is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person my age on a topic of interest).
	✓ I can understand simple technical explanations if they are given slowly and there is the opportunity for me to ask questions (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline).
	✓ I can get the main idea of a short text when it is read clearly and slowly.
	✓ I can get the main idea of an audio-visual presentation.
	✓ I can follow verbal instructions on how to play a game as long as the instructions are spoken clearly and slowly.

	Elementary A2.2 Can Do Statements for Spoken Interaction Skills
	I can ask for a word to be spelled out, and I can spell out common names and words when asked.
	I can ask the right questions during a conversation to make sure the other person understands me.
	I can ask someone to say something more clearly or to repeat themselves.
	I can take part in simple social interactions asking people what they like to do at school and what they do in their spare time. I can reply to these sorts of questions when asked.
	I can ask for information such as how to get somewhere, as well as offer simple explanations to others.
	✓ I can ask other students if my solutions to problems are correct.


	<b>Elementary A2.2 Can Do Statements for Spoken Production Skills</b>
	I can briefly describe a daily event at home or school.
	I can briefly describe my opinion of an event (e.g., “That was a great field trip” or “I did not enjoy the concert”). I can also provide some reasons for my opinion.
	I can give a brief description of a familiar object such as a pet.
	I can talk briefly about something I have experienced.
	I can talk a little about my culture’s holidays and special events.
	✓ I can give a summary of events in a short story.
	✓ I can describe simple math procedures (e.g., “You add two to three to get five.”).
	✓ I can say most numbers including the date without hesitating.


	<b>Elementary A2.2 Can Do Statements for Reading Skills</b>
	✓ I can pick out and understand the most important information in everyday reading material (e.g., signs around the school, sports scores in the newspaper).
	✓ I can follow printed instructions for using everyday equipment such as a vending machine.
	✓ I can use everyday reference material like a catalogue or the yellow pages.
	✓ I can use the alphabet to find particular items in lists (e.g., the telephone book).
	✓ I can understand the main points in a straightforward personal communication such as a letter or an email message, if the topic is familiar.
	✓ I can understand printed text when it uses sentence patterns I have seen before.
	✓ I can understand the main points in short articles and reports, if they deal with familiar subjects.
	✓ I can understand short instructions which have step-by-step pictures (e.g., simple science experiments, instructions for art pictures.).


	<b>Elementary A2.2 Can Do Statements for Writing Skills</b>
	I can write brief descriptions of common objects, events, or familiar places.
	I can describe an aspect of daily life, an event, or a personal experience very briefly in simple language. I can include concrete details such as what, where, and when.
	I can exchange useful information with friends in emails or short notes.
	I can write a simple letter or thank-you note.
	✓ I can write a very simple story such as the best holiday ever or my life in the future.

	Elementary A2.2 Can Do Statements for Writing Skills
	✓ I can make a timeline for a topic.
	✓ I can write a summary sentence of a text's main ideas.
	✓ I can write in my diary or journal about what I have learned.
	✓ I can fill in the blanks with missing information such as facts, names, and terms.


## ELEMENTARY LEARNER AT B1.1


	<b>Elementary B1.1 Can Do Statements for Listening Skills</b>
	I can understand when people speak at a normal speed on topics about which I know something. Sometimes I need them to repeat particular words.
	I can understand short, clear announcements such as the morning message over the school intercom.
	I can follow the main idea of recordings if the topic is familiar to me and if it can be replayed, as necessary.
	I can understand the main points of even a long conversation if it is about something familiar to me and the speakers use basic English and do not speak too quickly.
	I can understand most of a television or other media program when the topic is of interest to me, there are visuals to support the meaning, and people talk slowly and clearly
	✓ I can understand some informal or slang expressions related to the classroom, and to sports and games.
	✓ I can understand teacher explanations of experiments, processes, etc. when given slowly with diagrams and I have the chance to ask questions.
	✓ I can follow small group discussions between two English speakers, if they take their time and I am familiar with the topic they are discussing.

	<b>Elementary B1.1 Can Do Statements for Spoken Interaction Skills</b>
	I can have simple telephone conversations with people I know.
	I can explain to my teacher where I am having problems.
	I can have a fairly long conversation with someone in my classroom when the topic is familiar to me although there may be some difficulties in being understood once in awhile.
	I can express an opinion on a familiar topic and ask other people for their opinions as well.
	I can interview others if I prepare the questions ahead of time. Sometimes I ask a question that I just thought about.
	I can repeat what has been said and pass this information on to another person.
	✓ I can offer comments and add to a small group discussion.
	✓ I can ask questions about math and science procedures.


	<b>Elementary B1.1 Can Do Statements for Spoken Production Skills</b>
	I can briefly explain my point of view, ideas, and plans.


	<b>Elementary B1.1 Can Do Statements for Spoken Production Skills</b>
	I can describe my goals and intentions.
	✓ I can retell a simple story I have read or heard in class.
	✓ I can describe what is occurring in a film or book, and indicate my personal opinion about it.
	✓ I can state my willingness to join in sports and games, and discuss things like a team's performance.


	<b>Elementary B1.1 Can Do Statements for Reading Skills</b>
	I can identify and understand the important information in print materials such as school handouts or newsletters if there are not too many abbreviations and colloquialisms.
	I can understand the purpose of a web site.
	I can understand straightforward letters and messages.
	I can understand most short instructions with some drawings or pictures (e.g., safety regulations on the playground or in the gym).
	✓ I can understand printed material of different lengths as long as the words used are familiar and/or are about things in which I am interested.
	✓ I can use key words, diagrams, and illustrations to help me understand what I am reading.

	<b>Elementary B1.1 Can Do Statements for Writing Skills</b>
	I can describe everyday places, objects, or events (e.g., a magic show at school, a field trip to a farm) using complete sentences that are connected to each other.
	I can express what I have learned, how I learned it, and my learning goals for the future.
	I can print/write simple, short descriptions about my personal experiences without needing help. I can describe an event using simple, correctly structured sentences.
	I can print/write a report on an important personal experience such as moving to a new home, getting a pet, or joining a school club.
	✓ I can summarize simple writing which deals with a familiar topic.
	✓ I can use a writing frame to print/write short, simple descriptions or explanations.
	✓ I can work through examples from my science and math textbooks.


## ELEMENTARY LEARNER AT B1.2


	<b>Elementary B1.2 Can Do Statements for Listening Skills</b>
	I can understand the main point and the important details of sound recordings, if basic language is used and the topic is of interest to me.
	I can understand the main points in a fairly long conversation I have overheard.
✓	I can understand clear and organized classroom talks and presentations, as long as I know something about the topic.
✓	I can understand teacher explanations of how to do things (e.g., a science experiment), especially when there are pictures to help me.
✓	I can follow classroom talk between two or more English speakers. Only once in a while do I need to ask for help understanding.
✓	I can understand a short film on a familiar topic.
✓	I can understand the main points of stories and other writing when they are read aloud.


	<b>Elementary B1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can let another person know when something is causing a problem and explain why it is a problem.
	I can ask spontaneous questions.
	I can start a conversation and help to keep it going.
	I can take part in long conversations with peers on subjects of common interest, if others make an effort as well.
✓	I can actively engage in group work, giving my opinion and making suggestions.
✓	I can ask questions about how to do procedures in subjects such as math and science.
✓	I can ask about language forms, vocabulary choices, and organizational structures.
✓	I can ask questions about text to learn more.

	<b>Elementary B1.2 Can Do Statements for Spoken Production Skills</b>
	I can clearly explain how something is done or used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).
	I can make announcements using simple words and phrasing (e.g., present the morning's program to visitors).
	I can clearly express my feelings and explain the reasons for them.
	I can express an opinion on different topics associated with everyday life and issues such as giving a short talk on bullying in school.

	<b>Elementary B1.2 Can Do Statements for Spoken Production Skills</b>
	I can speak fairly smoothly, though I may pause to correct myself. I am usually understood by others.
	I can use a fairly large number of different words and expressions.
	I can present an argument clearly enough to be understood most of the time.
	I can provide clear instructions to explain a process with which I am familiar such as how to look after a pet, how to bake a cake, or how to repair a bicycle. I can answer questions when asked about these instructions.
	I can talk in some detail about similarities and differences between where I live now and my previous home.
	✓ I can talk about solutions to math and science problems in everyday language.
	✓ I can add my thoughts and opinions to the topics being studied in class.
	✓ I can offer an opinion about a piece of writing being studied in class.


	<b>Elementary B1.2 Can Do Statements for Reading Skills</b>
	I can look at basic printed material such as newspapers, magazines, brochures, and information on the Internet and identify the topic as well as whether the information contained might be of interest or use to me.
	✓ I can read and understand basic, factual text on subjects related to my interests and/or what we are studying in class.
	✓ I can read and understand current articles and reports in which the authors are presenting and defending a particular point of view.
	✓ I can read and follow directions for experiments and other classroom projects.
	✓ I can understand subject-specific words.
	✓ I can understand most words in stories and reports.
	✓ I can tell whether a piece of writing has been written to inform, to entertain, to prove a point, etc.


	<b>Elementary B1.2 Can Do Statements for Writing Skills</b>
	I can list the advantages and disadvantages of things related to me such as the rules and regulations in my school.
	✓ I can describe an object of interest to me such as a digital game, a fashion fad, or a particular sport and explain why I like it.


	<b>Elementary B1.2 Can Do Statements for Writing Skills</b>
	✓ I can present, in simple sentences, an opinion on subjects if I know the words used with the topic.
	✓ I can take notes when listening to a presentation.
	✓ I can write a letter expressing my opinion and giving details of my feelings and experiences.
	✓ I can write about a personal experience.
	✓ I can write a summary of a story or another piece of writing including audiovisual effects.
	✓ I can write about an experiment, a process, or a concept being studied.


## MIDDLE (GRADES 6-9) CFR CAN DO SELF-ASSESSMENT SCALE


### MIDDLE LEARNER AT A1.1

	<b>Middle A1.1 Can Do Statements for Listening Skills</b>
	I can recognize my name when spoken by another person.
	I can understand basic greetings, farewells, and common expressions of politeness such as 'hello', 'goodbye', and 'sorry'.
	I can identify words for people around me such as teacher, mother, brother, and doctor.
	I can often recognize English words which are similar to words in my known language(s).
	I can understand simple questions about me such as my name, address, and country of origin.
	I can understand when others give me simple information such as their name, age, and where they are from.
	I can understand simple classroom instructions, such as "Stand up, please", "Come here", or "Close the door, please", when said slowly and clearly, possibly with accompanying gestures and pictures.
	I can understand simple information about an object (for example, the size and colour of a backpack, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.
	I can understand words, names, and numbers previously learned when I hear them in a short, simple recording delivered at a slow pace.
	I can identify the sounds of most letters in context.
	I can identify the names of common colours when I hear them.


	<b>Middle A1.1 Can Do Statements for Spoken Interaction Skills</b>
	I can give my name and ask others for their names.
	I can point to an object and ask what it is.
	I can let another person know when I do not understand.
	I can use one or two learned expressions of greeting, farewell, and politeness such as 'hello', 'goodbye', 'please', and 'thank you'.
	I can respond to clear, simple questions about familiar things such as my name, age, and birthplace using a learned language pattern.
	I can ask for something if I may point and use gestures.


	<b>Middle A1.1 Can Do Statements for Spoken Production Skills</b>
	I can say how I am feeling.
	I can name some common objects around me such as classroom materials and my favourite foods.
	I can state basic information such as my name, age, address, and the country I am from.
	I can use some basic language structures learned in class such as, “My name is....”, “I come from....”, “I live at....”.

	<b>Middle A1.1 Can Do Statements for Reading Skills</b>
	I can understand short and simple instructions if I have seen them before in the same (or very similar) form.
	I can recognize some words and straightforward sentences in simple texts if I have seen them before.
	I can recognize the main information (e.g., date, price, time) on posters, brochures, signs, and invitations.
	I can recognize some expressions and basic sentences in simple texts if allowed to use a dictionary.


	<b>Middle A1.1 Can Do Statements for Writing Skills</b>
	I can copy or write my own name.
	I can print/write simple words and sentences with assistance.
	I can copy or print/write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house).
	I can write straightforward information about me in short sentences or supply that information on a questionnaire.


## MIDDLE LEARNER AT A1.2


	<b>Middle A1.2 Can Do Statements for Listening Skills</b>
	I can understand what is being said if people speak slowly and carefully.
	I can understand numbers, prices, times, and other pieces of short information if spoken slowly and clearly.
	I can understand and follow basic instructions from friends for playing games in the playground or school gym.
	I can identify basic phrases that indicate position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the bus stop, third door on the left, after the next person).
	I can understand some words and expressions when others are talking about me, my family, or my classroom, if their speech is clear and slow.
	I can understand what is being said about the colour, size, and ownership of familiar objects such as a computer, a book, or a house if the information is spoken clearly and slowly.
	✓ I can understand the most important information in a simple talk provided I already know about the subject and that the talk is accompanied by pictures or drawings.
	✓ I can understand simple calculations using 'plus', 'minus', and 'times'.
	✓ I can recognize numbers and shapes, when spoken aloud, as well as some math terms.
	✓ I can understand most of a short story, when it is read slowly and clearly, and has pictures or drawings.
	✓ I can recognize isolated vocabulary and terms from specific subject areas.
	✓ I can recognize the names of some sports and the equipment used in those sports.
	✓ I can listen to instructions for games and follow teacher or students when they show me how to do something.


	<b>Middle A1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can exchange a few words with others in basic situations if they are willing to repeat, speak slowly, or maybe say something a different way.
	I can answer simple questions using individual words, expressions, or short sentences.
	I can ask where a familiar object is as well as answer this type of question if asked.
	I can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). I can offer these items to others as well.

	<b>Middle A1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can express how I am feeling and also inquire how others feel.
	I can communicate the size and name the colour of objects familiar to me. I can also ask others about these qualities.
	I can meet and say goodbye to people using correct expressions.
	I can introduce myself and others.
	I can indicate time (e.g., date, time of day, season). I can also ask others about those matters.
	I can ask others their names, where they live, and about things they have.
	✓ I can ask for help with vocabulary and explanation of task.
	✓ I can use learned phrases, questions, and responses.
	✓ I can indicate a lack of understanding.


	<b>Middle A1.2 Can Do Statements for Spoken Production Skills</b>
	I can introduce myself stating my name, where I am from, and what school I go to.
	I can provide basic information about things familiar to me such as my favourite subjects, what my home looks like, and the names and ages of my brothers and sisters.
	I can name the main parts of the body (for example, the ears, nose, hands, and feet).
	I can point out things I like and dislike.
	I can briefly talk about weekend plans or holiday celebrations.
	✓ I can name some subject specific vocabulary terms.


	<b>Middle A1.2 Can Do Statements for Reading Skills</b>
	I can understand words and expressions on signs when everyday language is used and signs are possibly accompanied by symbols.
	I can understand words and parts of words I have seen before.
	I can recognize short text messages and greetings (e.g., “back in an hour”, “happy birthday”).
	I can understand a form asking for personal information like my name, age, and address.
	✓ I can pick out the main information from simple, short text if I read sentence by sentence.
	✓ I can identify key words in textbooks such as the names of people or places.
	✓ I can use illustrations to make out the topic of textbooks and other print material.
	✓ I can recognize previously encountered parts of words, prefixes, and suffixes.
	✓ I can identify vocabulary related to the topic.


	<b>Middle A1.2 Can Do Statements for Reading Skills</b>
✓	I can connect labels on diagrams with appropriate pieces of science equipment.
✓	I can follow familiar mathematical examples in a textbook.
✓	I can access main ideas of text when the text is accompanied by illustrations.
✓	I can read familiar names of sports, games, and players.


	<b>Middle A1.2 Can Do Statements for Writing Skills</b>
	I can write very simple informal messages (e.g., a text message or a note to tell someone when and where to meet).
	I can write short messages such as post cards and birthday greetings.
	I can write simple information about myself like my name, age, address, and my favourite things.
	I can write simple descriptions of everyday objects such as the colour of my house or a brief description of my home.
	I can fill in a questionnaire with personal details.
✓	I can copy or write words that are being learned in class.
✓	I can fill in the blanks using a list of familiar words.
✓	I can label charts, equipment, and diagrams.
✓	I can work through examples in a math or science textbook.
✓	I can copy facts from short, simple texts.


## MIDDLE LEARNER AT A2.1


	Middle A2.1 Can Do Statements for Listening Skills
	I can understand the main points in most simple, clear, and short audio announcements and messages.
	I can understand short, clear, and simple instructions and explanations when spoken slowly (for example, how to get from X to Y).
	I can understand other people when they indicate they are happy or sad, well or ill, etc.
	I can identify important information from audio texts (e.g., concert announcements, sports scores, weather forecasts) if the message is spoken clearly.
	I can understand phrases and high frequency vocabulary related to areas of personal interest.
	✓ I can understand the most important points in a basic talk or presentation which has drawings and/or diagrams if I knew something about the topic before.
	✓ I can understand the main points in a short, simple story or a report if I knew something about the topic before, and it is told clearly and slowly.
	✓ I can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.

	Middle A2.1 Can Do Statements for Spoken Interaction Skills
	I can express common greetings such as “happy birthday” or “happy new year”.
	I can express common feelings such as “I am cold”, “I am hungry”, “I am thirsty”.
	I can participate in a short telephone conversation if I have planned for it.
	I can ask straightforward questions in familiar situations, such as asking where something is or asking the time, and I can understand the response.
	I can ask other people what they like to eat or drink.
	I can make and accept apologies.
	I can exchange information about everyday events using simple vocabulary (e.g., favourite sports, weekend activities, hobbies and other interests, shopping).
	I can ask other people simple questions about the places where they have lived or their interests.
	✓ I can ask for help in understanding textbook problems.
	✓ I can ask for help in understanding unknown words and terms.
	✓ I can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).


	<b>Middle A2.1 Can Do Statements for Spoken Production Skills</b>
	I can indicate my strengths and weaknesses.
	I can describe my home, how to get there, and the length of time it takes to get there.
	I can describe basic aspects of my daily life, such as my favourite foods and activities.
	I can talk briefly about familiar topics, such as weekend or holiday plans.
	✓ I can talk about something familiar to me in a short presentation, prepared in advance but not read.


	<b>Middle A2.1 Can Do Statements for Reading Skills</b>
	✓ I can follow a set of clear instructions (e.g., for a simple craft project), especially if there are pictures or diagrams to show me the important steps.
	✓ I can understand much of what is written in short, simple texts on subjects I know something about and in which I am interested.
	✓ I can locate important information in simple text (e.g., dates and times on posters, 'keep to the right' or 'no parking' signs, people's ages and places of residence).
	✓ I can understand the main idea of short articles and ads in age-appropriate magazines (print and/or electronic), provided the subjects are familiar.
	✓ I can read and understand material written in simple language which uses common words and/or words I recognize from languages I know.
	✓ I can understand most of what occurs in a short story and can identify the story's main characters.
	✓ I can understand the main ideas of short articles and ads written for people my age, as long as the topic is familiar to me.
	✓ I can recognize some key terms from subject areas (e.g., labels on science equipment).
	✓ I can follow a set of clear instructions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to show me the most important steps or if the procedure has been previously shown to me.

	<b>Middle A2.1 Can Do Statements for Writing Skills</b>
	I can write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.
	I can write, either by hand or electronically, an informal invitation to people my age, reply to such an invitation, or confirm/cancel/change an invitation.
	I can write short sentences expressing my wants and favourite things.


	<b>Middle A2.1 Can Do Statements for Writing Skills</b>
	I can write, with the help of drawings, a description of where I live and how to get there.
	I can write about things such as my surroundings, my daily activities, and the people around me.
	I can prepare simple reminders or notes for personal use, such as a diary, journal, or homework book.
	✓ I can write an introduction or conclusion to a story, if I have some help.
	✓ I can copy dates and facts from short, simple text.
	✓ I can label charts, diagrams, and maps.


## MIDDLE LEARNER AT A2.2


	Middle A2.2 Can Do Statements for Listening Skills
	I can get a general understanding of what people are talking about when I overhear their conversation.
	I can understand straightforward audio messages such as an announcement of a bus delay or an intercom announcement, if these messages are delivered slowly and clearly.
	I can understand a commercial that I hear, if it is delivered clearly and concerns a product or service of interest to me.
	I can catch on to the dialogue of a movie, television program, or cartoon when the pictures are there to help me understand.
	I can generally identify changes in the topic of discussion if people speak slowly.
	✓ I can understand a presentation on a topic when I am familiar with the topic and the report is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person my age on a topic of interest).
	✓ I can listen to other students' contributions in class, and use these responses as models for my own responses.
	✓ I can understand simple math processes when explained.
	✓ I can understand simple technical explanations if they are given slowly and there is the opportunity for me to ask questions (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline).
	✓ I can get the main idea of a short text when it is read clearly and slowly.
	✓ I can get the main idea of an audiovisual presentation.
	✓ I can follow verbal instructions on how to play a game as long as the instructions are spoken clearly and slowly.


	Middle A2.2 Can Do Statements for Spoken Interaction Skills
	I can ask for a word to be spelled out, and I can spell out common names and words when asked.
	I can ask the right questions during a conversation to make sure I am understood.
	I can ask someone to say something more clearly or to repeat themselves.
	I can take part in simple social interactions asking people what they like to do at school and what they do in their spare time. I can reply to these sorts of questions when asked.
	I can ask for information, such as how to get somewhere, as well as offer simple explanations to others.

	<b>Middle A2.2 Can Do Statements for Spoken Interaction Skills</b>
	✓ I can ask other students to confirm my solutions to problems.
	✓ I can ask for assistance for various things (e.g., to help me understand a textbook problem; to ask for explanation of vocabulary, terminology, or rules).


	<b>Middle A2.2 Can Do Statements for Spoken Production Skills</b>
	I can briefly describe a daily event at home or school.
	I can briefly describe my opinion of an event (e.g., “That was a great field trip” or “I did not enjoy the concert”). I can provide some reasons for my opinion.
	I can give a brief description of a common object, such as a pet.
	I can talk briefly about something I have experienced.
	I can talk a little about my culture’s holidays and special events.
	✓ I can give a summary of events in a short story.
	✓ I can describe simple math procedures (e.g., “You then add the two numbers together and divide by four”. “Fill the beaker with water”).
	✓ I can say most numbers, including the date, without hesitating.
	✓ I can talk about familiar places, historical figures, and events using simple vocabulary and language constructions.


	<b>Middle A2.2 Can Do Statements for Reading Skills</b>
	✓ I can pick out and understand the most important information in everyday reading material (e.g., the weather forecast, advertising material, local brochures, and school newsletters).
	✓ I can follow printed instructions for using everyday equipment such as cash machines, ticket dispensers, and vending machines.
	✓ I can understand short instructions which have step-by-step pictures (e.g., cooking instructions on food packages, instructions for mobile phone use).
	✓ I can understand the main points in a straightforward personal communication, such as a letter or an email message, if the topic is familiar.
	✓ I can understand printed text when it uses sentence patterns I have seen before.
	✓ I can understand the main points in short articles and reports, if they deal with familiar subjects.
	✓ I can find important information, especially relating to facts, from textbooks and other age-appropriate text.
	✓ I can understand information set out in mathematical language.


 <b>Middle A2.2 Can Do Statements for Reading Skills</b>	
✓	I can use everyday reference material such as a catalogue or the yellow pages.
✓	I can use the alphabet to find particular items in lists (e.g., the telephone book).
✓	I can read diagrams, with accompanying text, and use the information to answer questions if I am given a prompt.
✓	I can read, using a bilingual dictionary, short narratives which have some pictures.
✓	I can read short text segments to find main ideas and a few details.
✓	I can identify relevant sections of a textbook or other information source.


 <b>Middle A2.2 Can Do Statements for Writing Skills</b>	
	I can write brief descriptions of common objects, events, or familiar places.
	I can describe an aspect of daily life, an event, or a personal experience very briefly in simple language. I can include concrete details such as what, where, and when.
	I can exchange useful information with friends in emails or short notes.
	I can write a simple letter or thank-you note.
	I can complete a questionnaire giving personal information.
✓	I can write a very simple story, such as the best holiday ever or my life in the future.
✓	I can use simple grammatical structures correctly.
✓	I can write straightforward text on topics with which I am familiar. I can use linking words such as 'and', 'but', 'because', 'then', 'after', and 'later'.
✓	I can give my personal reaction to a piece of writing.
✓	I can write about class work or lab work in my learning journal.
✓	I can make a timeline for a topic.
✓	I can write a summary sentence of a text's main ideas.
✓	I can write in my diary or journal about what I have learned.
✓	I can fill in the blanks with missing information such as facts, names, and terms.
✓	I can write down the key words during an oral presentation.


## MIDDLE LEARNER AT B1.1


	Middle B1.1 Can Do Statements for Listening Skills
	I can understand when people speak at a normal speed on topics about which I know something about. Sometimes I need them to repeat particular words.
	I can understand short, clear announcements such as weather or traffic reports.
	I can follow the main idea of recordings, if the topic is familiar to me and if it can be replayed, as necessary.
	I can understand the main points of even a long conversation if it is about something familiar to me, and the speakers use plain English and do not speak too quickly.
	I can understand many television, radio, and web-based messages when they are of interest to me and the visuals support the meaning.
	✓ I can understand some informal or slang expressions related to the classroom and to sports and games.
	✓ I can understand teacher explanations of experiments, processes, etc. when these explanations are given slowly with diagrams, and I have the chance to ask questions.
	✓ I can follow small group discussions between two English speakers if they take their time and I am familiar with the topic they are discussing.

	Middle B1.1 Can Do Statements for Spoken Interaction Skills
	I can have simple telephone conversations with a person I know.
	I can explain to my teacher where I am having problems.
	I can have a fairly long conversation with someone in my classroom when the topic is familiar to me, although there may be some difficulties in being understood once in awhile.
	I can express an opinion on a familiar topic and ask other people for their opinions as well.
	I can interview others if I prepare the questions ahead of time. Sometimes I ask a question that I just thought about.
	I can repeat what has been said and pass this information on to another person.
	✓ I can offer comments and add to a small group discussion.
	✓ I can ask questions about math or science procedures.
	✓ I can ask questions to learn more.


	<b>Middle B1.1 Can Do Statements for Spoken Production Skills</b>
	I can briefly explain my point of view, ideas, and plans.
	I can describe my goals and intentions.
	I can indicate I am willing to participate in activities.
	✓ I can describe what is occurring in a film or book, and indicate my personal opinion.
	✓ I can retell a simple story I have read or heard in class.
	✓ I can offer an opinion about a story, play, or poem I have read or heard in class.
	✓ I can state my willingness to join in sports and games, and discuss things such as a team's performance.


	<b>Middle B1.1 Can Do Statements for Reading Skills</b>
	I can identify and understand the important information in print materials such as school handouts or newsletters if there are not too many abbreviations and colloquialisms.
	I can understand the purpose of a web site.
	I can understand straightforward letters and messages.
	I can pick out important information on the labels of food packages and medicines (e.g., the 'best before' date, directions for use, and instructions for preparation).
	I can understand most short instructions with some drawings or pictures (e.g., safety regulations on the playground or in the gym).
	✓ I can understand printed material of different lengths as long as the words used are familiar and/or are about things in which I am interested.
	✓ I can use key words, diagrams, and illustrations to help me understand what I am reading.
	✓ I can read charts and graphs with some understanding.
	✓ I can read textbook explanations and examples with a word list and/or a dictionary.
	✓ I can tell the difference between factual and fictional writing.


	<b>Middle B1.1 Can Do Statements for Writing Skills</b>
	I can describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.
	I can write simple, short descriptions about my personal experiences without needing help. I can describe an event using simple, correctly structured sentences.
	✓ I can spell and use basic punctuation well enough to be understood most of the time.

	<b>Middle B1.1 Can Do Statements for Writing Skills</b>
✓	I can write a report on an important personal experience such as moving to a new home, getting a pet, or joining a school club.
✓	I can write simple, short descriptions of personal experiences without using an aid, such as the dictionary.
✓	I can express what I have learned, how I have learned it, and my learning goals for the future.
✓	I can summarize simple writing which deals with a familiar topic.
✓	I can use a writing frame to write short, simple descriptions or explanations.
✓	I can work through examples from my science and math textbooks.


## MIDDLE LEARNER AT B1.2


	<b>Middle B1.2 Can Do Statements for Listening Skills</b>
	I can understand the main point and the important details of sound recordings, if basic language is used and the topic is of interest to me.
	I can understand the main points in a fairly long conversation I have overheard.
	✓ I can understand clear and organized classroom talks and presentations, as long as I know something about the topic.
	✓ I can understand teacher explanations of how to do things (e.g., a science experiment), especially when there are pictures to help me.
	✓ I can follow classroom talk between two or more English speakers. Only once in a while do I need to ask them for help understanding.
	✓ I can understand a short film on a familiar topic.
	✓ I can understand the main points of stories and other writing when it is read aloud.


	<b>Middle B1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can let another person know when something is causing a problem and explain why it is a problem.
	I can ask unplanned questions.
	I can start a conversation and help to keep it going.
	I can take part in long conversations with peers on subjects of common interest if others make an effort as well.
	I can actively engage in group work, giving my opinion, and making suggestions.
	Can ask questions about how to do procedures in subjects like math and science.
	I can ask about language forms, vocabulary choices, and organizational structures.
	I can ask questions about texts to learn more.

	<b>Middle B1.2 Can Do Statements for Spoken Production Skills</b>
	I can clearly explain how something is done or used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).
	I can make announcements using simple words and phrasing (e.g., present the morning's program to visitors).
	I can clearly express my feelings and explain the reasons for them.

	<b>Middle B1.2 Can Do Statements for Spoken Production Skills</b>
	I can express an opinion on different topics associated with everyday life and issues, such as giving a short talk on bullying in school.
	I can speak fairly smoothly, though I may pause to correct myself. I am usually understood by others.
	I can use a fairly large number of different words and expressions.
	I can present an argument clearly enough to be understood most of the time.
	I can provide clear instructions to explain a process with which I am familiar, such as how to look after a pet, how to bake a cake, or how to repair a bicycle. I can answer clear questions when asked about these instructions.
	I can talk in some detail about similarities and differences between where I live now and my previous home.
	✓ I can talk about solutions to math and science problems using everyday language.
	✓ I can add my thoughts and opinions to the topics being studied in class.
	✓ I can offer an opinion about a piece of writing being studied in class.


	<b>Middle B1.2 Can Do Statements for Reading Skills</b>
	I can look at basic printed material such as newspapers, magazines, brochures, and information on the Internet and identify the topic if the information contained might be of interest or use to me.
	✓ I can read and understand basic, factual text on subjects related to my interests and/or what we are studying in class.
	✓ I can read and understand current articles and reports in which the authors are presenting and defending a particular point of view.
	✓ I can read and follow directions for experiments and other classroom projects.
	✓ I can understand subject-specific words.
	✓ I can understand most words in stories and reports.
	✓ I can tell whether a piece of writing has been written to inform, to entertain, to prove a point, etc.


	<b>Middle B1.2 Can Do Statements for Writing Skills</b>
	I can list the advantages and disadvantages of things related to me such as the rules and regulations in my school.
	✓ I can describe an object of interest to me such as a digital game, a fashion fad, or a particular sport and explain why I like it.


	<b>Middle B1.2 Can Do Statements for Writing Skills</b>
	✓ I can present, in simple sentences, an opinion on subjects if I know the words used with the topic.
	✓ I can take notes when listening to a presentation.
	✓ I can write a letter expressing my opinion and giving details of my feelings and experiences.
	✓ I can write about a personal experience.
	✓ I can write a summary of a story or another piece of writing, including audiovisual effects.
	✓ I can write about an experiment, a process, or a concept being studied.


## SECONDARY (GRADES 10-12) CFR CAN DO SELF-ASSESSMENT SCALE


### SECONDARY LEARNER AT A1.1

	Secondary A1.1 Can Do Statements for Listening Skills
	I can recognize my name when spoken by another person.
	I can understand basic greetings, farewells, and common expressions of politeness such as 'hello', 'goodbye', and 'sorry'.
	I can identify words for people around me such as teacher, mother, brother, and doctor.
	I can often recognize English words which are similar to words in my known language(s).
	I can understand simple questions about me such as my name, address, and country of origin.
	I can understand when others give me simple information such as their name, age, and where they are from.
	I can understand simple classroom instructions, such as "Stand up, please", "Come here", or "Close the door, please" when said slowly and clearly, possibly with accompanying gestures and pictures.
	I can understand simple information about an object (for example, the size and colour of a ball, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.
	I can understand words, names, and numbers previously learned when I hear them in a short, simple recording delivered at a slow pace.
	I can identify the sounds of most letters in context.
	I can identify the names of common colours when I hear them.


	Secondary A1.1 Can Do Statements for Spoken Interaction Skills
	I can give my name and ask others for their names.
	I can point to an object and ask what it is.
	I can let another person know when I do not understand.
	I can use one or two learned expressions of greeting, farewell, and politeness such as 'hello', 'goodbye', 'please' and 'thank you'.
	I can respond to clear, simple questions about familiar things such as my name, age, and birthplace using a learned language pattern.
	I can ask for something if I may point and use gestures.


	<b>Secondary A1.1 Can Do Statements for Spoken Production Skills</b>
	I can say how I am feeling.
	I can name some common objects around me such as a desk, a door, and my favourite foods.
	I can state basic information such as my name, age, address, and the country I am from.
	I can use some basic language structures learned in class, such as “My name is....”, “I come from ....”, “I live at....”

	<b>Secondary A1.1 Can Do Statements for Reading Skills</b>
	I can understand short and simple instructions if I have seen them before in the same (or very similar) form.
	I can recognize some words and straightforward sentences in simple texts if I have seen them before.
	I can recognize the main information (e.g., date, price, time) on posters, brochures, signs, and invitations.
	I can recognize some expressions and basic sentences in simple texts, if allowed to use a dictionary.


	<b>Secondary A1.1 Can Do Statements for Writing Skills</b>
	I can copy or write my own name.
	I can print/write simple words and sentences with assistance.
	I can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house).
	I can write straightforward information about myself in short sentences or supply that information on a questionnaire.


## SECONDARY LEARNER AT A1.2


	<b>Secondary A1.2 Can Do Statements for Listening Skills</b>
	I can understand what is being said if people speak slowly and carefully.
	I can understand numbers, prices, times, and other pieces of short information, if spoken slowly and clearly.
	I can understand and follow basic instructions from friends for playing games in the playground (e.g., For playing a basketball game in the gym).
	I can identify basic phrases that show position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near bus stop, third door on the left, after the next person).
	I can understand some words and expressions when others are talking about me, my family, or my classroom, if their speech is clear and slow.
	I can understand what is being said about the colour, size, and ownership of familiar objects such as computers, cell phones, houses, if the information is spoken clearly and slowly.
	✓ I can understand the most important information in a simple talk if I already know some things about the subject, and the talk is accompanied by pictures or drawings.
	✓ I can understand simple calculations using 'plus', 'minus', and 'times'.
	✓ I can recognize numbers and shapes, when spoken aloud, as well as some math terms.
	✓ I can understand most of a short story when it is read slowly and clearly, and has pictures or drawings with it.
	✓ I can recognize isolated vocabulary and terms from specific subject areas.
	✓ I can recognize the names of some sports and the equipment used in those sports.
	✓ I can listen to instructions for games and follow teacher or students when they show me how to do something.


	<b>Secondary A1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can exchange a few words with others in basic situations if they are willing to repeat, speak slowly, or maybe say something a different way.
	I can answer simple questions using individual words, expressions, or short sentences.
	I can ask where a familiar object is as well as answer this type of question, if asked.
	I can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). I can offer these items to others as well.
	I can express how I am feeling and also inquire how others feel.
	I can meet and say goodbye to people using correct expressions.

	<b>Secondary A1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can communicate the size and name the colour of objects familiar to me. I can also ask others about these qualities.
	I can introduce myself and others.
	I can indicate time (e.g., date, time of day, season). I can also ask others about those matters.
	I can ask others their names, where they live, and about the things they have.
	✓ I can ask for help with vocabulary and the explanation of a task.
	✓ I can use learned phrases, questions, and responses.
	✓ I can indicate a lack of understanding.


	<b>Secondary A1.2 Can Do Statements for Spoken Production Skills</b>
	I can introduce myself stating my name, where I am from, and what school I go to.
	I can provide basic information about things familiar to me such as my favourite subjects, what my home looks like, and the names and ages of my brothers and sisters.
	I can name the main parts of the body.
	I can point out things I like and dislike.
	I can briefly talk about weekend plans or holiday celebrations.
	✓ I can name some subject-specific vocabulary terms.


	<b>Secondary A1.2 Can Do Statements for Reading Skills</b>
	I can understand words and expressions on signs when everyday language is used and signs are possibly accompanied by symbols.
	I can understand a form asking for personal information such as my name, age, and address.
	I can understand words and parts of words I have seen before.
	I can recognize short text messages and greetings (e.g., “back in an hour”, “happy birthday”).
	✓ I can pick out the main information from simple, short texts if I read sentence by sentence.
	✓ I can identify key words in textbooks such as the names of people or places.
	✓ I can use illustrations to understand the topic of textbooks and other print material.
	✓ I can recognize previously encountered parts of words, prefixes, and suffixes.
	✓ I can identify vocabulary related to the topic.
	✓ I can connect labels on diagrams with appropriate pieces of science equipment.


	<b>Secondary A1.2 Can Do Statements for Reading Skills</b>
✓	I can follow familiar mathematical examples in a textbook.
✓	I can access main ideas of printed material when there are illustrations.
✓	I can read familiar names of sports, games, and players.


	<b>Secondary A1.2 Can Do Statements for Writing Skills</b>
	I can write very simple informal messages (e.g., a text message or a note to tell someone when and where to meet).
	I can print/write short messages such as post cards and birthday greetings.
	I can print/write simple information about myself such as my name, age, address, and my favourite things.
	I can print/write simple descriptions of everyday objects like a brief description of my home.
	I can fill in a questionnaire with personal details.
✓	I can copy or print/write words that are being learned in class.
✓	I can fill in the blanks using a list of familiar words.
✓	I can label charts, equipment, and diagrams.
✓	I can work through examples in a math or science textbook.
✓	I can copy facts from short, simple texts.


## SECONDARY LEARNER AT A2.1


	Secondary A2.1 Can Do Statements for Listening Skills
	I can understand the main points in most simple, clear, and short audio announcements and messages.
	I can understand short, clear, and simple instructions and explanations when spoken slowly (for example, how to get from X to Y).
	I can understand other people when they indicate they are happy or sad, well or ill, etc.
	I can identify important information from audio texts (e.g., concert announcements, sports scores, weather forecasts) if the message is spoken clearly.
	I can understand certain words and phrases about a topic of interest to me.
	✓ I can understand the most important points in a basic talk or presentation which has drawings and/or diagrams, if I knew something about the topic before.
	✓ I can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.
	✓ I can understand the main points in a short, simple story or a report if I knew something about the topic before and it is told clearly and slowly.

	Secondary A2.1 Can Do Statements for Spoken Interaction Skills
	I can express common greetings such as “happy birthday” or “happy new year”.
	I can express common feelings such as “I am cold”, “I am hungry”, “I am thirsty”.
	I can participate in a short telephone conversation if I have prepared for it.
	I can ask straightforward questions in familiar situations such as asking where something is or asking the time. I can also understand the response.
	I can ask other people what they like to eat or drink.
	I can make and accept apologies.
	I can exchange information about everyday events using simple vocabulary (e.g., favourite sports, names of pets, weekend activities, hobbies and other interests, shopping).
	I can ask other people simple questions about the places where they have lived or their interests.
	✓ I can ask for help in understanding textbook problems.
	✓ I can ask for help in understanding unknown words and terms.
	✓ I can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).


	<b>Secondary A2.1 Can Do Statements for Spoken Production Skills</b>
	I can indicate my strengths and weaknesses.
	I can describe my home, how to get there, and possibly the length of time it takes to get there.
	I can describe basics of my daily life such as my favourite foods and activities.
	I can talk briefly about familiar topics such as weekend or holiday plans.
	✓ I can talk about something familiar to me in a short presentation, prepared in advance but not read.


	<b>Secondary A2.1 Can Do Statements for Reading Skills</b>
	✓ I can follow a set of clear instructions (e.g., for a simple craft project), especially if there are pictures or diagrams to show me the important steps.
	✓ I can understand much of what is written in short, simple texts on subjects I know something about and am interested in.
	✓ I can locate important information in simple text (e.g., dates and times on posters, 'keep to the right' or 'no parking' signs, people's ages and addresses printed in the newspaper).
	✓ I can understand the main idea of short articles and ads in magazines (print and/or electronic) written for people my age, provided the subjects are familiar.
	✓ I can read and understand material written in simple language which uses common words and/or words I recognize from languages I know.
	✓ I can understand most of what occurs in a short story and can identify the story's main characters.
	✓ I can understand the main ideas of short articles and ads written for people my age as long as the topic is familiar to me.
	✓ I can recognize some key terms from subject areas (e.g., labels on science equipment)
	✓ I can follow a set of clear instructions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to show me the most important steps or if the steps have been previously shown to me.


	<b>Secondary A2.1 Can Do Statements for Writing Skills</b>
	I can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.
	I can print/write, either by hand or electronically, an informal invitation to people my age, reply to such an invitation, or confirm/cancel/change an invitation.
	I can write short sentences expressing my wants and favourite things.
	I can print/write, with the help of drawings, a description of where I live and how to get there.


	Secondary A2.1 Can Do Statements for Writing Skills
	I can print/write about things such as my surroundings, my daily activities, and the people around me.
	I can prepare simple reminders or notes for personal use such as a diary, journal, or homework book.
	✓ I can write an introduction or conclusion to a story if I have some help.
	✓ I can copy dates and facts from short, simple text.
	✓ I can label charts, diagrams, and maps.

## SECONDARY LEARNER AT A2.2


	<b>Secondary A2.2 Can Do Statements for Listening Skills</b>
	I can get a general understanding of what people are talking about when I overhear their conversation. I can usually identify when there is a change in the topic of conversation.
	I can understand straightforward audio messages such as an announcement of a bus delay or an intercom announcement, if these messages are spoken slowly and clearly.
	I can understand a commercial that I hear if the person speaks clearly and the message concerns a product or service of interest to me.
	I can generally understand the dialogue of a movie, television program, or cartoon when the pictures are there to help me understand.
	I can generally identify changes in the topic of discussion if people speak slowly.
	✓ I can listen to other students' contributions in class, and use these responses as models for my own responses.
	✓ I can understand simple math processes when explained.
	✓ I can understand a presentation on a topic when I am familiar with the topic and the report is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person my age on a topic of interest).
	✓ I can understand simple technical explanations if they are given slowly and there is the opportunity for me to ask questions (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline).
	✓ I can get the main idea of a short text when it is read clearly and slowly.
	✓ I can get the main idea of an audiovisual presentation.
	✓ I can follow verbal instructions on how to play a game as long as the speech is clear and slow.

	<b>Secondary A2.2 Can Do Statements for Spoken Interaction Conversation Skills</b>
	I can ask for a word to be spelled out and I can spell out common names and words when asked.
	I can ask the right questions during a conversation to make sure I am understood.
	I can ask someone to say something more clearly or to repeat themselves.
	I can take part in simple social interactions asking people what they like to do at school and what they do in their spare time. I can reply to these sorts of questions when asked.
	I can ask for information, e.g., how to get somewhere and offer simple explanations to others.
	✓ I can ask other students to confirm my solutions to problems.
	✓ I can ask for assistance for various things (e.g., ask for help understanding a textbook problem, explaining vocabulary).


	<b>Secondary A2.2 Can Do Statements for Spoken Production Skills</b>
	I can briefly describe a daily event at home or school.
	I can briefly describe my opinion of an event, such as “That was a great field trip” or “I did not enjoy the concert”. I can provide some reasons for my opinion.
	I can give a brief description of a common object, such as a pet.
	I can talk briefly about something I have experienced.
	I can talk a little about my culture’s holidays and special events.
	✓ I can give a summary of events in a short story.
	✓ I can describe simple math procedures (e.g., “You then add the two numbers together and divide by four”, “Fill the beaker with water”).
	✓ I can say most numbers including the date without hesitating.
	✓ I can talk about familiar places, historical figures, and events using simple vocabulary and language structures.


	<b>Secondary A2.2 Can Do Statements for Reading Skills</b>
	✓ I can pick out and understand the most important information in everyday reading material (e.g., the weather forecast, advertising material, local brochures, school newsletters).
	✓ I can follow printed instructions for using everyday equipment such as cash machines, ticket dispensers, and vending machines.
	✓ I can understand short instructions which have step-by-step pictures (e.g., cooking instructions on food packages, instructions for mobile phone use).
	✓ I can use everyday reference material such as a catalogue or the yellow pages.
	✓ I can use the alphabet to find particular items in lists (e.g., the telephone book).
	✓ I can understand the main points in a straightforward personal communication, such as a letter or an email message, if the topic is familiar.
	✓ I can understand printed text when it uses sentence patterns I have seen before.
	✓ I can understand the main points in short articles and reports, if they deal with familiar subjects.
	✓ I can find important information, especially relating to facts, from textbooks and other material written for people my age.
	✓ I can understand information set out in mathematical language.
	✓ I can read, using a bilingual dictionary, short narratives which have some pictures.
	✓ I can read diagrams, with accompanying text, and use the information to answer questions if


	<b>Secondary A2.2 Can Do Statements for Reading Skills</b>
	I am given a prompt.
✓	I can read short text segments to find main ideas and a few details.
✓	I can identify relevant sections of a textbook or other information source.


	<b>Secondary A2.2 Can Do Statements for Writing Skills</b>
	I can write brief descriptions of common objects, events, or familiar places.
	I can describe an aspect of daily life, an event, or a personal experience very briefly in simple language. I can include concrete details such as what, where, and when.
	I can exchange useful information with friends in emails or short notes.
	I can write a simple letter or thank-you note.
✓	I can write a very simple story, such as the best holiday ever or my life in the future.
✓	I can use simple grammatical structures correctly.
✓	I can write straightforward text on topics with which I am familiar. I can use linking words such as 'and', 'but', 'because', 'then', 'after', 'later'.
✓	I can give my personal reaction to a piece of writing.
✓	I can write about class work or lab work in my learning journal.
✓	I can make a timeline for a topic.
✓	I can write a summary sentence of a text's main ideas.
✓	I can write in my diary or journal about what I have learned.
✓	I can fill in the blanks with missing information like facts, names, and terms.
✓	I can write down the key words during an oral presentation.


## SECONDARY LEARNER AT B1.1


	<b>Secondary B1.1 Can Do Statements for Listening Skills</b>
	I can understand when people speak at a normal speed on topics I know something about. Sometimes I need them to repeat particular words.
	I can understand short, clear announcements such as weather or traffic reports.
	I can follow the main idea of recordings if the topic is familiar to me and if it can be replayed if necessary.
	I can understand the main points of even a long conversation if it is about something familiar to me and the speakers use basic English and do not speak too quickly.
	I can understand many television, radio, and web-based messages when they are of interest to me and the visuals support the meaning.
	✓ I can understand some informal or slang expressions related to the classroom, and to sports and games.
	✓ I can understand teacher explanations of experiments, processes, etc. when given slowly with diagrams and I have the chance to ask questions.
	✓ I can follow small group discussions between two English speakers if they take their time and I am familiar with the topic they are discussing.

	<b>Secondary B1.1 Can Do Statements for Spoken Interaction Skills</b>
	I can have simple telephone conversations with people I know.
	I can explain to my teacher where I am having problems.
	I can have a fairly long conversation with someone in my classroom when the topic is familiar to me, although there may be some difficulties in being understood once in awhile.
	I can express an opinion on a familiar topic and ask other people for their opinions as well.
	I can interview others if I prepare the questions ahead of time. Sometimes I ask a question that I just thought about.
	I can repeat what has been said and pass this information on to another person.
	✓ I can offer comments and add to a small group discussion.
	✓ I can ask questions about math and science procedures.
	✓ I can ask questions to learn more.


	<b>Secondary B1.1 Can Do Statements for Spoken Production Skills</b>
	I can briefly explain my point of view, ideas, and my plans.
	I can describe my goals and intentions.
	I can indicate I am willing to participate in activities.
	✓ I can describe what is occurring in a film or book, and indicate my personal opinion.
	✓ I can retell a simple story I have read or heard in class.
	✓ I can offer an opinion about a story, play, or poem I have read or heard in class.
	✓ I can state my willingness to join in sports and games and discuss things like a team's performance.


	<b>Secondary B1.1 Can Do Statements for Reading Skills</b>
	I can identify and understand the important information in print materials such as school handouts or newsletters if there are not too many abbreviations and colloquialisms.
	I can understand the purpose of a web site.
	I can understand straightforward letters and messages.
	I can pick out important information on the labels of food packages and medicines (e.g., the 'best before' date, directions for use, instructions for preparation).
	I can understand most short instructions with some drawings or pictures (e.g., safety regulations on the playground or in the gym).
	✓ I can understand printed material of different lengths as long as the words used are familiar and/or are about things in which I am interested.
	✓ I can use key words, diagrams, and illustrations to help me understand what I am reading.
	✓ I can read charts and graphs with some understanding.
	✓ I can read textbook explanations and examples with a word list and/or a dictionary.
	✓ I can tell the difference between factual and fictional writing.
	✓ I can understand many words related to a specific subject/topic when I run across them (e.g., cell, multicultural, life cycle).


	<b>Secondary B1.1 Can Do Statements for Writing Skills</b>
	I can describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.
	I can print/write simple, short descriptions about my personal experiences without needing help. I can describe an event using simple, correctly structured sentences.

	<b>Secondary B1.1 Can Do Statements for Writing Skills</b>
✓	I can write a report on an important personal experience such as moving to a new home, getting a pet, or joining a school club.
✓	I can write simple, short descriptions of personal experiences without using an aid, such as the dictionary.
✓	I can spell and use basic punctuation well enough to be understood most of the time.
✓	I can express what I have learned, how I have learned it, and my learning goals for the future.
✓	I can summarize simple writing which deals with a familiar topic.
✓	I can use a writing frame to write short, simple descriptions or explanations.
✓	I can work through examples from my science and math textbooks.


## SECONDARY LEARNER AT B1.2


	<b>Secondary B1.2 Can Do Statements for Listening Skills</b>
	I can understand the main point and the important details of sound recordings if the topic is of interest to me.
	I can understand the main points in a fairly long conversation I have overheard.
	✓ I can understand clear and organized classroom talks and presentations as long as I know something about the topic.
	✓ I can understand teacher explanations of how to do things (e.g., a science experiment) especially when there are pictures to help me.
	✓ I can follow classroom talk between two or more English speakers. Only once in a while do I need to ask for help understanding.
	✓ I can understand a short film on a familiar topic.
	✓ I can understand the main points of stories and other writing when they are read aloud.

	<b>Secondary B1.2 Can Do Statements for Spoken Interaction Skills</b>
	I can let another person know when something is causing a problem and explain why it is a problem.
	I can ask spontaneous questions.
	I can start a conversation and help to keep it going.
	I can take part in long conversations with friends on subjects of common interest, if others make an effort as well.
	I can repeat what has been said in a conversation to another person.
	✓ I can take an active part in group work, giving my opinion and making suggestions.
	✓ I can ask questions about how to do procedures in subjects such as math and science.
	✓ I can ask about language forms, vocabulary choices, and organizational structures.
	✓ I can ask questions about text to learn more.

	<b>Secondary B1.2 Can Do Statements for Spoken Production Skills</b>
	I can clearly explain how something is done or used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).
	I can make announcements using simple words and phrasing (e.g., tell others what is on the cafeteria's lunch menu).
	I can clearly express my feelings and explain the reasons for them.

	<b>Secondary B1.2 Can Do Statements for Spoken Production Skills</b>
	I can express an opinion on different topics associated with everyday life and issues, such as giving a short talk on the importance of staying in school.
	I can speak fairly smoothly though I may pause to correct myself. I am usually understood by others.
	I can use a fairly large number of different words and expressions.
	I can present an argument clearly enough to be understood most of the time.
	I can provide clear instructions to explain a process with which I am familiar such as how to look after a pet, how to bake a cake or how to repair a bicycle. I can answer questions when asked about these instructions.
	I can talk in some detail about similarities and differences between where I live now and my previous home.
	✓ I can talk about solutions to math and science problems using everyday language.
	✓ I can add my thoughts and opinions to the topics being studied in class.
	✓ I can offer an opinion about a piece of writing being studied in class.

	<b>Secondary B1.2 Can Do Statements for Reading Skills</b>
	I can look at basic printed material such as newspapers, magazines, brochures and information on the Internet and identify the topic. I can also determine if the information contained might be of interest or use to me.
	✓ I can read and understand basic, factual text on subjects related to my interests and/or what we are studying in class.
	✓ I can read and understand current articles and reports in which the authors are presenting and defending a particular point of view.
	✓ I can read and follow directions for experiments and other classroom projects.
	✓ I can understand subject-specific words.
	✓ I can understand most words in stories and reports.
	✓ I can tell whether a piece of writing has been written to inform, to entertain, to prove a point, etc.

	<b>Secondary B1.2 Can Do Statements for Writing Skills</b>
	I can list the advantages and disadvantages of things related to me, such as the rules and regulations in my school.
	I can reply in writing to an advertisement and ask for more information.
	I can describe an object of interest to me such as a digital game, a fashion fad, or a particular sport and explain why I like it.
✓	I can present, in simple sentences, an opinion on subjects, if I know the words used with the topic.
✓	I can draft a text on topical subjects of interest and highlight what is particularly important.
✓	I can take notes when listening to a presentation.
✓	I can write a letter expressing my opinion and giving details of my feelings and experiences.
✓	I can write about a personal experience.
✓	I can write about an experiment, a process, or a concept being studied.
✓	I can write an account of an event in history using first person narrative.
✓	I can write a short summary of a piece of literature, expository text, or audiovisual production.
✓	I can write short descriptive, narrative, or expository text.