

# Assessment Checklist

# Level C2

## Language:

Use this checklist to record what you think you can do (Column 1). Also ask someone else, for example your teacher, to assess what they think you can do (Column 2). Use Column 2 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives).

Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

### Use the following symbols:

In columns 1 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80 % of the points ticked, you have probably reached Level B2.

	Me	My teacher/another	My objectives
<b>Listening Comprehension</b>	<b>1</b>	<b>2</b>	<b>3</b>
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 become familiar with the accent.			
<b>Reading Comprehension</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can recognise puns and appreciate texts whose real meaning is not explicit (for example, irony and satire).			
I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.			
I can understand manuals, regulations and contracts even within unfamiliar fields.			
I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).			
I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.			
I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can take part effortlessly in all conversations and discussions with native speakers.			
<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can summarise orally information from different sources, reconstructing arguments and accounts in coherent presentation.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate and to avoid ambiguity.			
<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.			
<b>Language Quality</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.			
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.			
I have a good command of idiomatic expressions and colloquialisms together with an awareness of implied meaning and meaning by association.			

I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write well-structured and easily readable reports and articles on complex topics.			
In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.			
I can write a well-structured review of a paper or a project giving reasons for my opinion.			
I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).			
I can write summaries of factual texts and literary works.			
I can write narratives about experiences in a clear, fluent style appropriate to the genre.			
I can write clear, well-structured, complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.			
In a letter or an e-mail I can express myself in a consciously ironical, ambiguous and humorous way.			