

Self-Assessment for Online Reading and Writing Courses

Use this checklist to record what you think you can do.

If you have over 80% of the points ticked, you have probably reached that level and are ready to register for the next level.

Please note: You will not necessarily be doing all of these tasks in the online courses; this is just a means of assessing your abilities.

Beginner 2 (A1 in Common European Framework)

Reading

I can understand key information in very simple, short informational and literary texts about very familiar topics	
I can understand information about people (place of residence, age, etc.) in newspapers.	
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.	
I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).	
I can understand words and phrases on signs encountered in everyday life (for instance "station", "car park", "no parking", "no smoking", "keep left").	
I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.	
I can follow short simple written directions (e.g. how to go from X to Y).	
I can understand short simple messages on postcards, for example holiday greetings.	
In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".	

Writing

I can write very short, simple descriptive or creative texts about real or imaginary topics	
I can write very short, simple correspondence	
I can write very short, simple informational texts and complete very simple forms	
I can fill in a questionnaire with my personal details (job, age, address, hobbies), for example on a hotel check-in sheet.	
I can write a greeting card, for instance a birthday card.	
I can write a simple postcard (for example with holiday greetings).	
I can write a note to tell somebody where I am or where we are to meet.	
I can write sentences and simple phrases about myself, for example where I live and what I do.	



THE UNIVERSITY OF BRITISH COLUMBIA

Extended Learning

Lower Intermediate (A2 in Common European Framework)

Reading

I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.	
I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.	
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	
I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, and computers.)	
I can understand simple user's instructions for equipment (for example, a public telephone).	
I can understand feedback messages or simple help indications in computer programmes.	
I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	
In straightforward, everyday texts (for example the weather forecast, advertising material or horoscopes in the newspaper), I can pick out and understand the important information.	
I can understand the main points being made in questions and replies in interviews published in a newspaper or magazine concerning a person I already know something about (for example a celebrity).	

Writing

I can exchange useful information with friends or acquaintances by texting, e-mail or in short letters	
I can write straightforward texts on subjects with which I am familiar or in which I am interested; I can link my sentences with words like «and», «because», or «then».	
I can write simple descriptive or creative texts about real and imaginary topics	
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	
I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.	
I can write a short letter to introduce myself or for greeting, addressing, asking or thanking somebody.	
I can tell a story or describe an event and use connecting words to indicate the chronological order of events (first, then, after, later).	

Intermediate (B1 in Common European Framework)

Reading

I can understand the main points in short newspaper articles about current and familiar topics.	
I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.	
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	
I can understand the most important information in short simple everyday information brochures.	
I can understand simple messages and standard letters (for example from businesses, clubs or authorities).	
In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.	
I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.	

Writing

I can clearly describe things which interest me personally.	
I can draft a text on topical subjects that interest me and highlight what is particularly important to me.	
I can write detailed descriptive or creative texts	
I can write various types of formal and informal correspondence	
I can write a variety of informational texts including summaries of films or books and short, simple essays	
I can write simple connected texts on a range of topics within my field of interest and can express personal views, opinions and feelings.	
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.	
I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).	
I can convey – via fax or e-mail – short simple factual information to friends or colleagues or ask for information in such a way.	
I can write my CV in summary form.	

Advanced (B2 in Common European Framework)

Reading

I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.	
I can understand in detail texts within my field of interest or the area of my academic or professional specialty.	
I can understand specialized articles outside my own field if I can occasionally check with a dictionary.	
I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, and concerts) and summarize the main points.	
I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.	
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.	

Writing

I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.	
I can write summaries of articles on topics of general interest.	
I can summarize information from different sources and media.	
I can discuss a topic in a composition or "letter to the editor", giving reasons for or against a specific point of view.	
I can develop an argument systematically in a composition or report, emphasizing decisive points and including supporting details.	
I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.	