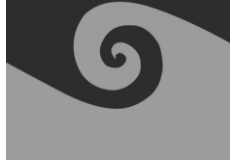


BÒRD NA
GÀIDHLIG



Sgèilichean Sgilean Cànain

- a' measadh sgilean cànain aig**
- fileantaich inbheach**
- luchd-ionnsachaidh inbheach**
- clann**

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SABHAL
MÒR OSTAIG

Ionad Nàiseanta Cànain is Cultar na Gàidhlig

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1. Ro-ràdh

An cois pròiseact rannsachaidh às leth Bòrd na Gàidhlig air cleachdadh cànan ann am buidheann agus ann an coimhearsnachd, chaidh iarraidh air sgioba rannsachaidh aig Sabhal Mòr Ostaig sgèile ullachadh a mheasadh sgilean cànan fhileantach inbheach, agus gheibhear an sgèile sin an seo ann an Earrann 2 den aithisg. Às dèidh a' chiad sgèile ullachadh, bha e follaiseach gum biodh e feum air sgèile eile a dhèanadh luachadh air sgilean cànan luchd-ionnsachaidh inbheach (ri fhaotainn ann an Earrann 3 seo shìos) agus air clann (ri fhaotainn ann an Earrann 4). Tha tùsan iomchaidh air an ainmeachadh ann an Earrann 5, agus gheibhear na pàipearan-taice a bha nam bunait do dh'iomadachd pàirt den obair seo ann an Earrann 6.

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2. Sgèile Sgilean Cànain Fhileantach Inbheach

2.1 Co-theagsa

B' fheudar beachdachadh agus rannsachadh a ghabhail os làimh feuch ciamar a b' fheàrr a ghabhadh fileantachd measadh no tomhas, agus mar a ghabhadh innleachd dealbhadh a chuidicheadh luchd-planaidh, oifigearan cànain agus luchd-rannsachaidh, air am biodh e mar fhiachaibh planaichean no poileasaidhean cànain a chur air dòigh, le sgilean cànain buill buidhne, comainn no coimhearsnachd a mheasadh ann an ùine reusanta aithghearr agus ann an dòigh phractaigeach, gus an gabhadh dealbh fharsaing faighinn air sgilean cànain na buidhne mus rachadh tòisicheadh air plana no poileasaidh a chur ri chèile.

Feumar dèanamh soilleir gu bheil an sgèile seo a' freagairt anns a' chiad dol a-mach air inbhich a thogadh ann an coimhearsnachdan no ann an teaghlaichean far an robh a' Ghàidhlig ga cleachdadh gu ìre air choreigin, agus nach eil e ag amas air daoine a dh'ionnsaich a' Ghàidhlig nan inbhich. Chuireadh sgèile eile ri chèile a fhreagradh air an leithid, agus e ri fhaotainn ann an Earrann 3 seo shìos.

Chaidh an aire a thoirt do dheasbad a tha a' dol air nàdar na fileantachd anns an fharsaingeachd, agus b' fhiach beagan phuingeann a thogail à sgrìobhaidhean sgoilearach mun deasbad seo, oir thug e buaidh air beachdan an sgioba mu na tha 'fileantachd' a' ciallachadh.

Coltach ri sgoilearan eile, tha Bialystock (2001: 10-11) a' cur cùl ris an fhacal 'fileantachd', 's i a' faighneachd:

"But what is the norm for language competence? What do we mean by language proficiency? What are its components and what is the range of acceptable variation? Although these questions may seem prior to any use of language as a research instrument or conclusions about language ability in individuals, they rarely if ever are explicitly addressed."

Tha Chambers (1997: 536) den bheachd nach ionnan fileantachd agus comas cànain, 's i ag ràdh:

"The non-technical use of the word [i.e. fileantachd] is often synonymous with overall linguistic proficiency rather than with strictly restricted aspects of delivery in oral production."

A bharrachd air an amharas theòiriceil a th' ann mu fhileantachd anns an fharsaingeachd, tha a' Ghàidhlig ann an suidheachadh nach eil co-ionnan ri mòr-chànanan mar a' Bheurla, mar a tha Martin-Jones is Romaine (1987: 33) ag ràdh:

"... where bilingualism exists at either the societal or individual level, [...] the two languages are functionally differentiated and coexist in a diglossic relationship. In such situations, the 'same' competence does not develop in both varieties/languages, although together they bear the same functional load as one language does in a monolingual community."

Air sàilleabh suidheachadh dà-theangach na Gàidhlig agus sìor-leudachadh na Beurla, b' fheudar an aire a thoirt do Martin-Jones is Romaine (1987: 33) a-rithist a thaobh sgilean cànain nan ginealaichean as òige:

"Language contact situations are usually characterised by considerable inter-generational variation in patterns of language use and often quite rapid change in communicative repertoires."

'S ann anns a' cho-theagsa seo a dh'fheuch an sgioba rannsachaidh ri innleachd mheasaidh a dhealbhadh a bhiodh stèidhte air teòiric sheasmhach agus a ghabhadh cur gu feum ann an dòigh phractaigeach.

2.2 Dòigh-obrach

A bharrachd air na sgrìobhaidhean teòiriceil air an do rinneadh iomradh gu h-àrd, chaidh an Common European Framework of Reference for Languages [CEFR] (Council of Europe, 2001) a chur gu feum [sgèilichean CEFR ann am Pàipear-taice 6.1] mar bhunait freagarrach air an gabhadh sgèile sgilean cànan stèidheachadh. Chaidh obair Schneider is North (2000) [liostaichean measaidh ann am Pàipear-taice 6.3] a chur gu feum cuideachd; 's e seo leudachadh air CEFR air a dhealbhadh airson a chleachdadh anns an Eilbheis. Bhathar den bheachd cuideachd gum freagrach na liostaichean measaidh seo na b' fheàrr air daoine a dh'ionnsaich a' Ghàidhlig, no a tha fhathast ga h-ionnsachadh, nan inbhich, agus mòran dhiubh sin ann an suidheachadh eadar-dhealaichte bho na bha fa-near don phròiseact rannsachaidh.

A thuilleadh air na puingeann gu h-àrd a thaobh nan liostaichean measaidh, bhathar den bheachd gun robh cnap-starra eile nan cois, agus b' e sin gu bheil iad stèidhte air fèin-mheasadh. B' fheudar dhan sgioba a bhith mothachail dha na tha Dorian (1981: 157-160) ag ràdh mu dhaoine a bhith buailteach na sgilean cànan aca a mheasadh ro àrd, gu h-àraidh: "... the amount of such over-estimation is quite considerable." (Dorian, 1981: 159). A thuilleadh air sin, bha na liostaichean measaidh car mionaideach agus iarrtach air ùine nach bitheadh air luchd-planaidh cànan ach tearc, nam biodh iad an dùil conaltradh a dhèanamh ri buill na buidhne, a' chomainn no na coimhearsnachd uile.

Air an làimh eile, chan eil CEFR fhèin a' sònrachadh ach sia ìrean de chomasan-cànan, agus bhathar den bheachd nach robh sin buileach a' freagairt air suidheachadh na Gàidhlig. Ri linn nam puingeann aig Martin-Jones is Romaine (1987) gu h-àrd mu dhà-theangachas agus suathadh cànan, chaidh sgèile deich ìrean a dhealbhadh, agus tha mìneachadh air an sgèile agus na h-ìrean na bhroinn anns an earrainn a leanas.

Fhad 's a bhathar ag obair air an sgèile, bhathar mothachail gur e obair teòiriceil a th' ann a tha feumach air a leudachadh no a mhìneachadh mus gabhadh a chur gu feum practaigeach, agus gheibhear sin seo shìos.

2.3 Toraidhean

Chaidh an sgèile a dhealbhadh airson sgilean cànan a mheasadh ann am buidheann, comann no coimhearsnachd bheag far am faigheadh luchd-planaidh, oifigearan cànan no luchd-rannsachaidh cothrom bruidhinn ris a h-uile duine, gus dealbh shlàn fhaighinn air raon nan sgilean a th' ann. 'S e a' chiad cheum a th' ann ann am measadh sgilean cànan, agus chan eilear a' moladh gun rachadh a chleachdadh an àite cheisteachan no agallamhan nas mionaidiche.

Le bhith a' cur an sgèile seo gu feum gabhaidh daoine sònrachadh a rèir far a bheil iad air an sgèile. Thèid barrachd a ràdh a-rithist mu chur an gnìomh an sgèile. An-dràsta, chan eil ann ach an sgèile fhèin ach rè ùine bhite an dòchas gum biodh e air a leudachadh gus dòighean no stuthan teagaisg/ionnsachaidh a chomharrachadh mu choinneimh gach ìre airson na daoine aig an ìre sin a thoirt a-nuas dhan ath ìre. Bhite an dòchas gun tachradh seo air an aon dòigh 's a chaidh gnìomhan a chomharrachadh le Reyhner (1999) airson feum practaigeach a dhèanamh den Sgèile Cheumnaichte Chrìonaidh Eadar-gheinealach a dhealbh Fishman (1991).

Chaidh Sgèile Sgilean Cànan Gàidhlig fheuchainn gu neo-fhoirmeil le buidheann de dhaoine aig diofar ìrean sgil, agus cha robh duilgheadasan ann daoine a shònrachadh aig an ìre fhreagarraich.

Chithear gu bheil loidhne eadar ìrean 4 's 5. Os cionn an loidhne tha a' Ghàidhlig nas treasa na a' Bheurla, no a cheart cho làidir rithe, agus fodha tha a' Bheurla nas treasa.

Sgèile Sgilean Cànan Gàidhlig

1. *Aon-chànanach sa Ghàidhlig*

2. *Fìor shiubhlach sa Ghàidhlig*

Taghadh farsaing de bhriathrachas agus de cho-fhacail, de structaran gràmair agus de ghnàthasan-cainnte sa Ghàidhlig; eòlach air briathrachas sònraichte is ùr, agus deònach a chleachdadh ann an raointean is suidheachaidhean nach robh àbhaisteach sa Ghàidhlig.

3. *Nas siubhlaiche sa Ghàidhlig*

Taghadh farsaing de bhriathrachas agus de cho-fhacail, de structaran gràmair agus de ghnàthasan-cainnte sa Ghàidhlig; gun eòlas air briathrachas sònraichte no ùr. Raointean cleachdaidh tradaiseanta glè làidir.

4. *Dà-chànanach*

Cofhurtail agus comasach anns an dà chànan ann an diofar shuidheachaidhean; taghadh farsaing de bhriathrachas agus de cho-fhacail, de structaran gràmair agus de ghnàthasan-cainnte anns an dà chànan, a rèir an t-suidheachaidh.

5. *Nas siubhlaiche sa Bheurla*

Taghadh reusanta de bhriathrachas agus de structaran gràmair sa Ghàidhlig, ach easbhaidhean ann an raointean cleachdaidh no reimeannan sònraichte a thaobh briathrachais is ghnàthasan-cainnte. Chan eil easbhaidhean den t-seòrsa seo a' nochdadh sa Bheurla.

6. *Fìor shiubhlach sa Bheurla*

Eòlach air structaran gràmair bunaiteach (m.e. òrdugh fhacal); taghadh cuingealaichte de bhriathrachas (m.e. dìth cho-fhacal) sa Ghàidhlig. Eu-comasach air bruidhinn (no smaoineachadh) gu pongail no mionaideach sa Ghàidhlig gus fiosrachadh mionaideach a chom-pàirteachadh; structaran gràmair agus gnàthasan-cainnte gu mòr fo bhuidhe na Beurla.

7. *Tuigse dhà-chànanach*

A' tuigsinn na Gàidhlig labhairtich air cuspairean làitheil; briathrachas cuingealaichte sa Ghàidhlig, 's dòcha aig ìre pàiste sgoile; blas nàdarra ionadail air a' Ghàidhlig labhairtich. Dìth ghnàthasan-cainnte agus sùbailteachd ann an structaran gràmair.

8. *Tuigse bhunaiteach*

A' tuigsinn na Gàidhlig labhairtich air cuspairean làitheil nuair nach eil fiosrachadh mionaideach ga chom-pàirteachadh; comasach air abairtean is clichés a chur an cèill; blas reusanta ionadail air a' Ghàidhlig.

9. *Tuigse chuingealaichte*

A' tuigsinn na Gàidhlig labhairtich air cuspairean làitheil nuair nach eil fiosrachadh mionaideach ga chom-pàirteachadh.

10. *Aon-chànanach sa Bheurla*

Leis mar nach eil na h-ìrean a rèir CEFR, tha iad air am mìneachadh an seo. Ged a tha an sgèile ag ainmeachadh dà chànan, 's ann air sgilean Gàidhlig a tha an cuideam anns an sgèile.

1. Aon-chànanach sa Ghàidhlig

Thathar mothachail nach eil mòran daoine ann tuilleadh ann an Alba aig an ìre seo, ach chaidh aontachadh an ìre seo a chumail leis mar a dh'fhaodadh a leithid de dhaoine a bhith ann.

2. Fada nas siubhlaiche sa Ghàidhlig

Tha an ìre seo a' gabhail a-steach dhaoine a tha a' cleachdadh na Gàidhlig nan cuid obrach no aig a bheil eòlas air briathrachas sònraichte teignigeach ùr. Tha daoine aig an ìre seo deònach an cuid Gàidhlig a chleachdadh ann an suidheachaidhean is raointean nach eil àbhaisteach no tradaiseanta sa Ghàidhlig agus comasach air sin.

3. Nas siubhlaiche sa Ghàidhlig

Aig an ìre seo thathar a' gabhail a-steach dhaoine nach bi a' cleachdadh an cuid Gàidhlig air taobh a-muigh shuidheachaidhean is raointean tradaiseanta, 's dòcha a chionn 's nach eil am briathrachas aca a fhreagras air suidheachaidhean no raointean 'ùra', 's dòcha air adhbharan misneachd.

4. Dà-chànanach

Leis na tha Martin-Jones is Romaine (1987) ag ràdh mu dhà-theangachas ann an coimhearsnachdan dà-chànanach, thathar a' sònrachadh dhaoine aig an ìre seo a tha cofhurtail is siubhlach anns an dà chànan ann an diofar shuidheachaidhean.

5. Nas siubhlaiche sa Bheurla

Tha an ìre seo eadar-dhealaichte bho ìre 4 leis mar a tha easbhaidhean anns a' Ghàidhlig nach eil am follais sa Bheurla, gu h-àraidh a thaobh briathrachais is ghnàthasan-cainnte, nach eil co-cheangailte ri suidheachaidhean is raointean 'ùra'.

6. Fada nas siubhlaiche sa Bheurla

Tha eòlas air structaran bunaiteach na Gàidhlig aig na daoine aig an ìre seo, ach tha e nochdte gu bheil beàrnann anns a' bhriathrachas àbhaisteach, mar eisimpleir dìth cho-fhacal, dìth bhuaidhairean. Aig an ìre seo tha structaran gràmair is gnàthasan-cainnte gu mòr fo bhuidhe na Beurla agus cainnt nan daoine gu mòr an eisimeil air calques.

7. Tuigse dhà-chànanach

Tha an ìre seo stèidhte air 'passive bilinguals' (Dorian, 1982). Tha daoine aig an ìre seo a' tuigsinn còmhraidh sa Ghàidhlig air cuspairean àbhaisteach làitheil, ach tha beàrnann is easbhaidhean nan cuid briathrachais, structaran is gnàthasan-cainnte. Ged a tha blas nàdarra ionadail air an cuid Gàidhlig, tha na beàrnann is easbhaidhean agus an dìth sùbailteachd ann an structaran gràmair a' fàgail an cuid còmhraidh coltach ris na bhiodh aig clann-sgoile. Tha an cuid Beurla a rèir na h-aois a tha iad.

8. Tuigse bhunaiteach

Tha an ìre seo stèidhte air 'latent speakers' (Basham & Fathman, 2008) leis mar a tha na daoine aig an ìre seo a' tuigsinn còmhraidh sa Ghàidhlig nach eil ro mhionaideach no toinnte agus comasach air clichés is abairtean cumanta a ràdh ann an co-theagsa freagarrach. Tha blas reusanta ionadail air an cuid Gàidhlig, 's dòcha a chionn 's gun do thogadh iad ann an sgìre far an robh cuid den choimhearsnachd a' bruidhinn Gàidhlig.

9. Tuigse chuingealaichte

Aig an ìre seo tha daoine a' tuigsinn an aon seòrsa Gàidhlig ris na daoine aig ìre 8, ach cha bhruidhinn iad idir i, 's dòcha air sàilleabh dìth misneachd no cleachdaidh.

10. Aon-chànanach sa Bheurla

Chan eil Gàidhlig idir aig na daoine aig an ìre seo.

Am measg nam molaidhean seo shìos thathar a' soilleireachadh mar a ghabhadh an sgèile cur gu feum le luchd-planaidh, oifigear cànanain no luchd-rannsachaidh.

2.4 Deasbad

- Tha an sgèile agus an rannsachadh eile a chaidh a ghabhail os làimh a' leigeil fhaicinn gu bheil easbhaidhean anns a' bhriathrachas a tha ga chleachdadh an dà chuid anns a' Ghàidhlig agus sa Bheurla gu luchd-labhairt agus luchd-tuigsinn na Gàidhlig a shònrachadh. Chan eil briathrachas mar 'fileantaich', 'luchd-ionnsachaidh', 'native speakers' agus 'learners' tuilleadh feumail ann a bhith a' comharrachadh sgilean cànan, agus bhiodh e iomchaidh briathrachas ùr a lorg.
- Mar a chaidh a ràdh gu h-àrd, chan eil anns an sgèile mar a tha e ach nì a dh'innseas far a bheil daoine a rèir nan sgilean cànan aca. Feumar an tuilleadh obrach (cleas Reyhner, 1999) airson innleachdan teagaisg is ionnsachaidh a shònrachadh air gach ìre a chuidicheas daoine leis na sgilean aca a thoirt am feabhas.
- Ged-thà, thathar den bheachd gu bheil an sgèile na innleachd fheumail mar a tha e do luchd-planaidh a tha airson sgilean cànan buidhne, comainn no coimhearsnachd a sgrùdadh ann an dòigh nach iarradh cus ùine. Mus rachadh plana no poileasaidh a chur air dòigh 's an gnìomh, dh'fheumadh luchd-planaidh fios a bhith aca air sgilean nan daoine air a bheil iad ag amas, agus ghabhadh an sgèile seo cur gu feum an cois chòmhradh goirid.

2.5 Molaidhean

- Leis cho pearsanta 's a tha sgilean cànan agus cho frionasach 's a dh'fhaodadh daoine a bhith man deidhinn, thathar a' moladh gun cumadh luchd-rannsachaidh/planaidh an sgèile dìomhair agus nach cleachdadh iad an cois còmhradh e ach às dèidh làimhe.
- Cha b' fhuilear do luchd-rannsachaidh an sgèile fheuchainn ro làimh, 's dòcha le bhith ag èisteachd ri clàraidhean luchd-labhairt, airson mion-eòlas a chur air ìrean an sgèile, gu h-àraidh far a bheil ìrean car faisg air a chèile, mar eisimpleir eadar ìrean 7 agus 8.
- Aon uair 's gum biodh luchd-rannsachaidh air eòlas a chur air na h-ìrean, ghabhadh an sgèile a chur gu feum le bhith a' cumail còmhradh sa Ghàidhlig, agus a' sònrachadh na h-ìre aig a bheil an neach-freagairt. Mura h-eil neach-freagairt comasach idir air Gàidhlig a bhruidhinn, dh'fheumadh luchd-rannsachaidh faighinn a-mach an ann aig ìre 9 no 10 a tha e/i.
- Leis mar a tha coimhearsnachdan tradaiseanta a' sìor-atharrachadh agus in-imrich a' sìor-fhàs cumanta, cha toireadh an sgèile seo dealbh iomlan do luchd-rannsachaidh no luchd-planaidh de sgilean cànan na coimhearsnachd air fad, agus mar sin thathar a' moladh sgèile fa leth a dhealbhadh do dhaoine a thog a' Ghàidhlig, no a tha fhathast ga togail, mar chànan coigreach, 's iad nan inbhich.
- Thathar a' moladh, às dèidh ainmean nan cànanan atharrachadh, gun gabhadh an sgèile seo cleachdadh an cois mhion-chànanan eile a tha beò ann an suidheachadh dà-theangach còmhla ri mòr-chànan, agus dh'fhaodadh Bòrd na Gàidhlig an sgèile a sholarachadh do bhuidhnean mhion-chànanan eile a bhiodh an sàs ann an rannsachadh sgilean aig mion-ìre. Tha an sgèile air eadar-theangachadh gu Beurla ann am pàipear-taice 6.2.

3. Sgèile Sgilean Cànan Luchd-ionnsachaidh Inbheach

3.1 Co-theagsa

Tha an sgèile seo a' togail air sgèile a chaidh ullachadh do Bhòrd na Gàidhlig ann an 2010 airson sgilean cànan inbheach a thogadh le Gàidhlig a mheasadh, agus a-nis a-rithist fhuair eadh stiùireadh bhon Common European Framework of Reference for Languages (CEFR), air fhoillseachadh ann an 2001 le Comhairle na Roinn-Eòrpa. Bhathar den bheachd gun robh sgèilean CEFR fada ro mhionaideach is ro thoinnte, agus ged a fhreagradh iad air fèin-mheasadh, cha ghabhadh an cleachdadh ann an ùine gheàrr ann an suidheachadh measaidh no luachaidh.

Chaidh feum a dhèanamh de sgrìobhaidhean eile (Association of Language Testers in Europe 2002; Heilenman 1990) ann a bhith a' rannsachadh a' chuspair seo ach ged a bha iad sin freagarrach, bhathar mothachail dhan bheachd aig Dorian (1981) mu na laigsean a tha an cois fèin-mheasaidh. Air sàilleabh sin, a dh'aindheoin cho feumail 's a tha na sgrìobhaidhean air an tugadh luaidh gu h-àrd, thathar a' moladh fèin-mheasadh a sheachnadh agus an sgèile a leanas a chur an gnìomh an cois luachaidh air a ghabhail os làimh le neach-measaidh air a t(h)rèanadh.

Tha an sgèile a leanas ag amas air luchd-ionnsachaidh inbheach na Gàidhlig a shònrachadh a rèir ceithir prìomh ìrean:

- A. Fileanta (A1, A2)
- B. Misneachail (B1, B2)
- C. Meadhanach (C1, C2)
- D. Bunaiteach (D1, D2).

Tha gach ìre air a briseadh na dà leth far a bheil '1' a' riochdachadh sgilean aig ceann shuas na h-ìre agus '2' aig ceann shìos. Tha briathrachas na Gàidhlig na dhuilgheadas a thaobh cuid de na facail seo, gu h-àraidh leis mar a tha 'Fileantach' air a chleachdadh mar 'Native Speaker', ach a dh'aindheoin sin, agus a' toirt puingean Chambers (1997) fa-near, thathar a' moladh na ceithir facail seo a chleachdadh co-dhiù.

Anns an sgèile thathar a' coimhead air na ceithir sgilean cànan:

Labhairt
Tuigsinn (.i. Èisteachd)
Sgrìobhadh
Leughadh.

Tha trì feartan de Labhairt air an sònrachadh fa leth:

Fuaimneachadh
Briathrachas
Structaran.

Mar an ceudna, tha trì feartan de Sgrìobhadh air an ainmeachadh:

Litreachadh
Briathrachas
Structaran.

Tha nòtaichean às dèidh gach ìre den sgèile airson puingean sònraichte co-cheangailte ris na sgilean cànan no an cuid fheartan a mhìneachadh.

A rèir nan sgilean a thaisbeanas neach-ionnsachaidh fo mheasadh, gabhaidh a c(h)ur aig an ìre fhreagarrach air an sgèile eadar A1 agus D2.

B' fhiach an aire a thoirt do na puingeann seo shìos a thaobh an sgèile.

- Cha bhiodh e ceart no cothromach sgilean a shùileachadh bho neach-ionnsachaidh aig ìre nas àirde na na gheibhte bho neach a thogadh tro mheadhan na Gàidhlig.
- 'S dòcha nach bi gach sgil aig gach neach aig an aon ìre, m.e. Tuigsinn aig C1 ach Labhairt (Fuaimneachadh) aig B1. Ann an suidheachadh mar seo, thathar a' moladh an neach a chur aig an ìre as ìsle, gus an gabh obair thaiceachaidh dèanamh leis/leatha.
- Tha 'blas' air leth doirbh a mhìneachadh, agus chan eilear a' dol an sàs ann anns a' phàipeir seo, ach an cois fuaimneachaidh 's fhiach an aire a thoirt do ruitheam farsaing na labhairt 's chan ann dìreach do dh'fhuaimneachadh gach fòineim.

Bhiodh e na chuideachadh do luchd-measaidh ann a bhith a' cleachdadh an sgèile seo, a chur gu feum ro làimh, 's dòcha le bhith ag èisteachd ri clàraidhean de luchd-ionnsachaidh aig diofar ìrean feuch càite an cuirte iad air an sgèile. Bhiodh e feumail an eacarsaich seo a chleachdadh le dithis no trìuir de luchd-measaidh còmhla, feuch an tigeadh iad uile chun an aon cho-dhùnaidh.

Bhiodh e feumail cuideachd gach ìre den sgèile a cheangal ri cùrsaichean no goireasan cànan airson na ceithir sgilean cànan (agus feartan sònraichte dhiubh) a dhaingneachadh. Mar eisimpleir, nam biodh cuideigin aig ìre C2, dhèanadh e na chobhair air/oirre liosta de ghoireasan-teagaisg 's de chùrsaichean a chruthachadh a bheireadh taic dha/dhi ann a bhith a' ruighinn ìre C1, agus mar sin air adhart.

3.2 Slatan-tomhais an Sgèile

3.2.1 Fileanta: A1

Labhairt	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach pongail mionaideach, gun cus smaoinichaidh ro làimh.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar na fòineimean, nam measg na diofar fhuaimnean an cois L, N is R agus AO is ADH [ach faicibh Nòta 1].</i>
• Briathrachas	<i>Taghadh farsaing de cho-fhacail, de ghnàthasan-cainnte dualchasach agus de bhriathrachas teignigeach speisealaichte a rèir nòsan an latha an-diugh.</i>
• Structaran	<i>Structaran aig an ìre as àirde, nam measg: tuiseal, gnè is àireamh ainmearan is bhuaidhairean; tràthan, guthan is modhan ghnìomhairean pearsanta is neo-phearsanta; riochdairean is roimhearann [ach faicibh Nòta 2 agus 3].</i>
Tuigsinn	Comasach air fiosrachadh, deasbad is argamaidean, gach cuid neo-fhoirmeil, foirmeil is teignigeach, a thuigsinn an cur an cèill aig astar àbhaisteach còmhraidh.
Sgrìobhadh	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach pongail mionaideach.
• Litreachadh	<i>Buileach a rèir nan riaghailtean is nòsan as ùire aig GOC; eòlach cuideachd air cleachdaidhean ro GhOC.</i>
• Briathrachas	<i>Taghadh farsaing de cho-fhacail, de sheanfhaicail, de ghnàthasan-cainnte dualchasach agus de bhriathrachas teignigeach speisealaichte a rèir nòsan an latha an-diugh.</i>
• Structaran	<i>Structaran aig an ìre as àirde, nam measg: tuiseal, gnè is àireamh ainmearan is bhuaidhairean; tràthan, guthan is modhan ghnìomhairean pearsanta is neo-phearsanta; riochdairean is roimhearann [faicibh Nòta 3].</i>
Leughadh	Comasach air fiosrachadh, deasbad is argamaidean, gach cuid neo-fhoirmeil, foirmeil is teignigeach, a thuigsinn an cur an cèill ann an cainnt a fhreagras air ìre a' chuspair.

Nòta 1:

Cha bu chòir a bhith an dùil gum bruidhneadh neach-ionnsachaidh le blas gin de na sgìrean far a bheil a' Ghàidhlig ga cleachdadh mar chainnt àbhaisteach na coimhearsnachd, m.e. Cha bu chòir sùileachadh gum bruidhneadh neach-ionnsachaidh às an Eilean Dubh le blas Gàidhlig Uibhist.

Nòta 2:

Ann an còmhraidh sa bhad, cha bu chòir a bhith an dùil gun cleachdadh neach-labhairt raon cho farsaing de structaran 's a bhite a' sùileachadh ann an sgrìobhadh, nuair a bhiodh cothrom aig sgrìobhadair barrachd smaoinichaidh a dhèanamh air stoidhle an sgrìobhaidh.

Nòta 3:

Bhite an dùil gun cleachdadh is gun aithnicheadh luchd-labhairt is luchd-sgrìobhaidh cumaidhean an-àbhaisteach ghnìomhairean, m.e. a' chiad 's an treas pearsa den Mhodh Àithneach (*cluinneam, fuiricheadh e*) agus cumaidhean àrd-fhoirmeil ghnìomhairean fulangach (m.e. *thogadh, togar, thogte*).

Bhite an dùil gun làimhsichte alt, ainmear is buadhair agus eileamaidean cainnte eile gun easbhaidh.

3.2.2 Fileanta: A2

Labhairt	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach pongail, gun cus smaoinichaidh ro làimh.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar na fòineimean [ach faicibh Nòta 1].</i>
• Briathrachas	<i>Taghadh farsaing de cho-fhacail, de sheanfhaicail, de ghnàthasan-cainnte dualchasach agus de bhriathrachas teignigeach speisealaichte a d(h)reuchd fhèin a rèir nòsan an latha an-diugh.</i>
• Structaran	<i>Structaran aig ìre àrd, nam measg: tuiseal, gnè is àireamh ainmearan is bhuadhairean; tràthan is guthan ghnìomhairean pearsanta is neophearsanta; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Tuigsinn	Comasach air fiosrachadh, deasbad is argamaidean, gach cuid neofhoirmeil is foirmeil, a thuigsinn an cur an cèill aig astar àbhaisteach còmhraidh.
Sgrìobhadh	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach pongail mionaideach.
• Litreachadh	<i>Anns an fharsaingeachd a rèir nan riaghailtean is nòsan as ùire aig GOC.</i>
• Briathrachas	<i>Taghadh farsaing de cho-fhacail, de ghnàthasan-cainnte dualchasach agus de bhriathrachas teignigeach speisealaichte a d(h)reuchd fhèin a rèir nòsan an latha an-diugh.</i>
• Structaran	<i>Structaran aig ìre àrd, nam measg: tuiseal, gnè is àireamh ainmearan is bhuadhairean; tràthan is guthan ghnìomhairean pearsanta is neophearsanta; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Leughadh	Comasach air fiosrachadh, deasbad is argamaidean, gach cuid neofhoirmeil is foirmeil, a thuigsinn an cur an cèill ann an cainnt a fhreagras air ìre a' chuspair.

Nòta 1:

Bhite an dùil gun cleachdadh luchd-labhairt L agus N leathann is caol, bunaiteach is sèimhichte ach cha bhite an dùil ri diofar mòra ann an R eadar bunaiteach is sèimhichte.

Nòta 2:

Bhite an dùil gun rachadh aig luchd-labhairt is luchd-sgrìobhaidh air cumaidhean uile ghnìomhairean fulangach a chleachdadh, ach cha bhite a' sùileachadh cumaidhean a' chiad agus an treas pearsa den Mhodh Àithneach.

Bhite an dùil gun làimhsichte alt, ainmear is buadhair agus eileamaidean cainnte eile gun easbhaidh.

3.2.3 Misneachail: B1

Labhairt	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach soilleir.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar a' chuid mhòr de na fòineimean [faicibh Nòta 1].</i>
• Briathrachas	<i>Taghadh math de cho-fhacail, de ghnàthasan-cainnte agus de bhriathrachas sònraichte an latha an-diugh.</i>
• Structaran	<i>Structaran aig ìre choileanta, nam measg: tuiseal, gnè is àireamh ainmearan is bhuaidhairean; tràthan is guthan ghnìomhairean; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Tuigsinn	Comasach air fiosrachadh, deasbad is argamaidean a thuigsinn an cur an cèill aig astar àbhaisteach còmhraidh.
Sgrìobhadh	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach soilleir.
• Litreachadh	<i>Anns an fharsaingeachd a rèir nan riaghailtean is nòsan as ùire aig GOC [ach faicibh Nòta 3].</i>
• Briathrachas	<i>Taghadh math de cho-fhacail, de ghnàthasan-cainnte agus de bhriathrachas an latha an-diugh.</i>
• Structaran	<i>Structaran aig ìre choileanta, nam measg: tuiseal, gnè is àireamh ainmearan is bhuaidhairean; tràthan is guthan ghnìomhairean; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Leughadh	Comasach air fiosrachadh, deasbad is argamaidean a thuigsinn an cur an cèill ann an cainnt a fhreagras air a' chuspair.

Nòta 1:

Bhite an dùil ri sgaradh soilleir eadar connragan leathann is caola (ach a-mhàin le R) agus eadar fuaimreagan goirid is fada.

Nòta 2:

Bhite an dùil gun rachadh aig luchd-labhairt is luchd-sgrìobhaidh air gnìomhairean fulangach le *rach* agus *bi* + *air* a chleachdadh.

Bhite an dùil ri deagh làimhseachadh air alt, ainmear is buadhair agus air a' chuid mhòir de dh'eileamaidean cainnte eile.

Nòta 3:

Cha bhite a' sùileachadh mion-cheartachd ann a bhith a' cleachdadh an tàthain, gu h-àraidh ann an ainmearan fillte far nach eil GOC fhèin buileach soilleir, ach bhitheadh ri cleachdadh ceart an tàthain ann an *a-nis*, *an-diugh*, *a-nall* agus an leithid.

3.2.4 Misneachail: B2

Labhairt	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu soilleir.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar a' chuid mhòr de na fòineimean [faicibh Nòta 1].</i>
• Briathrachas	<i>Taghadh de cho-fhacail, de ghnàthasan-cainnte agus de bhriathrachas sònraichte an latha an-diugh.</i>
• Structaran	<i>Structaran coileanta, nam measg: tuiséal, gnè is àireamh ainmearan is bhuadhairean; tràthan is guthan ghnìomhairean; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Tuigsinn	Comasach air fiosrachadh, deasbad is argamaidean a thuigsinn an cur an cèill aig astar àbhaisteach còmhraidh.
Sgrìobhadh	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu soilleir.
• Litreachadh	<i>Anns an fharsaingeachd a rèir nan riaghailtean is nòsan as ùire aig GOC [ach faicibh Nòta 3].</i>
• Briathrachas	<i>Taghadh de cho-fhacail, de ghnàthasan-cainnte agus de bhriathrachas an latha an-diugh.</i>
• Structaran	<i>Structaran coileanta, nam measg: tuiséal, gnè is àireamh ainmearan is bhuadhairean; tràthan is guthan ghnìomhairean; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Leughadh	Comasach air fiosrachadh, deasbad is argamaidean a thuigsinn an cur an cèill ann an cainnt a fhreagras air a' chuspair.

Nòta 1:

Bhite an dùil ri sgaradh soilleir eadar connragan leathann is caola (ach a-mhàin le R) agus eadar fuaimreagan goirid is fada.

Nòta 2:

Bhite an dùil gun rachadh aig luchd-labhairt is luchd-sgrìobhaidh air gnìomhairean fulangach le *rach* agus *bi* + *air* a chleachdadh.

Bhite an dùil ri glè bheag de mhearachdan bunaiteach ann a bhith a' làimhseachadh eileamaidean cainnte eile.

Nòta 3:

Cha bhite a' sùileachadh mion-cheartachd ann a bhith a' cleachdadh an tàthain, gu h-àraidh ann an ainmearan fillte far nach eil GOC fhèin buileach soilleir, ach bhiodh dùil ri cleachdadh ceart an tàthain ann an *a-nis*, *an-diugh*, *a-nall* agus an leithid.

3.2.5 Meadhanach: C1

Labhairt	Comasach air smuaintean is beachdan a chur an cèill.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar a' chuid mhòr de na fòineimean [faicibh Nòta 1].</i>
• Briathrachas	<i>Taghadh de cho-fhacail 's de ghnàthasan-cainnte.</i>
• Structaran	<i>Structaran coileanta, nam measg: ainmearan is buadhairean riaghailteach; gnìomhairean riaghailteach; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Tuigsinn	Comasach air cainnt làitheil a thuigsinn aig astar àbhaisteach còmhraidh.
Sgrìobhadh	Comasach air smuaintean is beachdan a chur an cèill.
• Litreachadh	<i>Anns an fharsaingeachd a rèir nan riaghailtean is nòsan as ùire aig GOC [ach faicibh Nòta 3].</i>
• Briathrachas	<i>Taghadh de cho-fhacail 's de ghnàthasan-cainnte.</i>
• Structaran	<i>Structaran coileanta, nam measg: ainmearan is buadhairean riaghailteach; gnìomhairean riaghailteach; riochdairean is roimhearan [ach faicibh Nòta 2].</i>
Leughadh	Comasach air teagsa nach eil speisealaichte a thuigsinn.

Nòta 1:

Cha bhiodh dùil ri diofaran ann an L, N, R no ri fuaimneachadh deudach D is T, ach bhiodh dùil ri sgaradh eadar connragan leathann is caola agus eadar fuaimreagan goirid is fada.

Nòta 2:

Bhite an dùil mearachdan ann an leithid nan gnìomhairean neo-riaghailteach, tuisealan claon agus ann an cuid de na roimhearan (*do/gu/ri; le/ri*), cho fada 's nach cuireadh na mearachdan bacadh air brìgh na labhairt no an sgrìobhaidh.

Bhite an dùil gum biodh *is* agus *tha* air an cleachdadh ceart.

Nòta 3:

Cha bhite a' sùileachadh mion-cheartachd ann a bhith a' cleachdadh an tàthain, gu h-àraidh ann an ainmearan fillte far nach eil GOC fhèin buileach soilleir, ach bhiodh dùil ri cleachdadh ceart an tàthain ann an *a-nis, an-diugh, a-nall* agus an leithid.

3.2.6 Meadhanach: C2

Labhairt	Comasach air còmhradh air cuspairean làitheil neo-speisealaichte.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar a' chuid mhòr de na fòineimean [faicibh Nòta 1].</i>
• Briathrachas	<i>Taghadh cuingealaichte de cho-fhacail.</i>
• Structaran	<i>Structaran coileanta le ainmearan is buadhairean riaghailteach agus gnìomhairean riaghailteach [ach faicibh Nòta 2].</i>
Tuigsinn	Comasach air cainnt làitheil a thuigsinn aig astar nas maille na an àbhaist.
Sgrìobhadh	Comasach air sgrìobhadh mu chuspairean làitheil neo-speisealaichte.
• Litreachadh	<i>Anns an fharsaingeachd a rèir nan riaghailtean is nòsan as ùire aig GOC [ach faicibh Nòta 3].</i>
• Briathrachas	<i>Taghadh cuingealaichte de cho-fhacail.</i>
• Structaran	<i>Structaran coileanta le ainmearan is buadhairean riaghailteach agus gnìomhairean riaghailteach [ach faicibh Nòta 2].</i>
Leughadh	Comasach air teagsa neo-speisealaichte a thuigsinn.

Nòta 1:

Cha bhiodh dùil ri diofaran ann an L, N, R no ri fuaimneachadh deudach D is T, ach bhiodh dùil ri sgaradh eadar connragan leathann is caola agus eadar fuaimreagan goirid is fada.

Nòta 2:

Bhite an dùil mearachdan ann an tràthan ghnìomhairean agus tuisealan claon ach cha bu chòir dha na mearachdan bacadh air brìgh na teachdaireachd.

Bhite an dùil gum biodh *is* agus *tha* air an cleachdadh ceart.

Nòta 3:

Cha bhite a' sùileachadh mion-cheartachd ann an litreachadh, ach bu chòir dhan sgrìobhadair a bhith a' taisbeanadh eòlas air prionnsapalan an litreachaidh a rèir GOC.

3.2.7 Bunaiteach: D1

Labhairt	Comasach air còmhraidh sìmplidh a dhèanamh air cuspairean làitheil.
• Fuaimneachadh	<i>Easbhaidhean ann am fuaimneachadh mòran de na fuaimnean sònraichte Gàidhlig, ach gun cus bacaidh air soilleireachd [faicibh Nòta 1].</i>
• Briathrachas	<i>Briathrachas a fhreagras air beatha làitheil an neach-labhairt.</i>
• Structaran	<i>Structaran bunaiteach, nam measg: òrdugh nam facal; ainmearan is buadhairean cumanta; gnìomhairean cumanta [ach faicibh Nòta 2].</i>
Tuigsinn	Comasach air còmhraidh mu chuspairean làitheil a thuigsinn aig astar nas maille na an àbhaist.
Sgrìobhadh	Comasach air rosg leantainneach sìmplidh a sgrìobhadh mu chuspairean làitheil.
• Litreachadh	<i>Anns an fharsaingeachd a rèir nan riaghailtean is nòsan as ùire aig GOC [ach faicibh Nòta 3].</i>
• Briathrachas	<i>Briathrachas a fhreagras air beatha làitheil an neach-labhairt.</i>
• Structaran	<i>Structaran bunaiteach, nam measg: òrdugh nam facal; ainmearan is buadhairean cumanta; gnìomhairean cumanta [ach faicibh Nòta 2].</i>
Leughadh	Comasach air teagsa mu chuspairean làitheil a thuigsinn.

Nòta 1:

Bhiodh dùil ri fuaimneachadh Beurla (no cànan eile) air D, T agus L, N, R.

Cha bhiodh dùil ri sgaradh eadar fuaimreagan goirid is fada.

Cha bhiodh dùil ri ceart-fhuaimneachadh fhuaimnean nach eil sa Bheurla (no an cànan eile).

Nòta 2:

Bhite an dùil gum biodh facail anns an òrdugh cheart ann an seantans.

Cha bhite an dùil ri *is* agus *tha* air an cleachdadh ceart.

Bhite an dùil ri *bha/bidh* + Ainmear Gnìomhaireach seach ris na tràthan caithte is teachdail.

Nòta 3:

Cha bhite a' sùileachadh mion-cheartachd ann an litreachadh, ach bu chòir dhan sgrìobhadair a bhith a' taisbeanadh eòlas air prionnsapalan an litreachaidh a rèir GOC.

3.2.8 Bunaiteach: D2

Labhairt	Comasach air seantansan sìmplidh a chur an cèill air cuspairean làitheil.
• Fuaimneachadh	<i>Easbhaidhean ann am fuaimneachadh mòran de na fuaimnean sònraichte Gàidhlig, a' cur tomhas de bhacadh air soilleireachd [faicibh Nòta 1].</i>
• Briathrachas	<i>Briathrachas sìmplidh a fhreagras air beatha làitheil an neach-labhairt.</i>
• Structaran	<i>Ceart ann an òrdugh nam facal, ainmearan is buadhairean cumanta, gnìomhairean cumanta [ach faicibh Nòta 2].</i>
Tuigsinn	Comasach air brìgh còmhraidh mu chuspairean làitheil a thuigsinn aig astar nas maille na an àbhaist.
Sgrìobhadh	Comasach air seantansan sìmplidh mu chuspairean làitheil a sgrìobhadh.
• Litreachadh	<i>Anns an fharsaingeachd a rèir nan riaghailtean is nòsan as ùire aig GOC [ach faicibh Nòta 3].</i>
• Briathrachas	<i>Briathrachas sìmplidh a fhreagras air beatha làitheil an neach-labhairt.</i>
• Structaran	<i>Ceart ann an òrdugh nam facal, ainmearan is buadhairean cumanta, gnìomhairean cumanta [ach faicibh Nòta 2].</i>
Leughadh	Comasach air seantansan sìmplidh mu chuspairean làitheil a thuigsinn.

Nòta 1:

Bhiodh dùil ri fuaimneachadh Beurla (no cànanan eile) air D, T agus L, N, R.

Cha bhiodh dùil ri sgaradh eadar fuaimneagan goirid is fada.

Cha bhiodh dùil ri ceart-fhuaimneachadh fhuaimnean nach eil sa Bheurla (no an cànanan eile).

Nòta 2:

Bhite an dùil gum biodh facail anns an òrdugh cheart ann an seantans.

Cha bhite an dùil ri seantansan le corr is aon chlàs annta mura biodh iad sin air an ceangal ri chèile le *agus* no *ach*.

Nòta 3:

Cha bhite a' sùileachadh ceartachd ann an litreachadh, ach bu chòir dhan sgrìobhadair a bhith eòlach air prionnsapalan an litreachaidh a rèir GOC.

4. Sgèile Sgilean Cànain Cloinne

4.1. Co-theagsa

Leis mar a tha beàrn mhòr ann am foghlam tro mheadhan na Gàidhlig nuair a ruigeas clann aois na h-àrd-sgoile agus leis mar nach tig piseach air sgilean Gàidhlig dheugairean chun na h-aon ìre 's a thig piseach air an cuid sgilean Beurla, tha an sgèile seo a' dèiligeadh ri clann aois na bun-sgoile a-mhàin. Gus an lìonar a' bheàrn sin ann an solarachadh foghlaim tro mheadhan na Gàidhlig, tha an sgèile seo a' dèiligeadh ri sgilean cànain bhun-sgoilearan.

Bha e san amharc an toiseach dà sgèile fa leth ullachadh do chlann a thogadh le Gàidhlig anns an dachaigh air an dàrna làimh agus dhaibh siud a thog a' Ghàidhlig ann an siostam an fhoghlaim. Ged-thà, leis mar a tha saoghal sòisealta cloinne a-nis a' gabhail àite gu ìre mhòr tro mheadhan na Beurla, a rèir rannsachadh Plana Cànain nan Eilean Siar (2004) agus Barail agus Comas Cànain (2010), bhathar den bheachd nach b' fhiach sgaradh a dhèanamh eadar an dà bhuidhinn.

Ann a bhith a' cur sgèile na cloinne ri chèile, chaidh feum a dhèanamh de theòiric mar eisimpleir HMIe (2011) agus Esquinca et al (2005). Bha iad seo agus teagsaichean eile a gheibhear am measg nan tùsan feumail ann a bhith a' seachnadh chnapan-starra a dh'fhaodadh nochdadh. Stèidhte air an stiùireadh 's a' chomhairle a fhuair a' dèiligeadh às na teagsaichean seo, thàinigear gu co-dhùnadh gun a bhith a' measadh sgilean leughaidh is sgrìobhaidh leis mar a bhios na sgoiltean a' dèanamh sin co-dhiù. Mar sin, 's iad labhairt is èisteachd/tuigsinn a tha an sgèile a' measadh, agus thathar mothachail gur dòcha gun tig innealan measaidh nas èifeachdaiche gu bith aon uair 's gum bi an Curraicealam airson Sàr-mhathais fo làn sheòl. Ann a bhith a' measadh sgilean labhairt na cloinne, cha bu chòir a bhith an dùil gum bruidhneadh clann à dachaighean gun Ghàidhlig le blas gin de na sgìrean far a bheil a' Ghàidhlig ga cleachdadh sa choimhearsnachd

4.2 Slatan-tomhais an Sgèile

4.2.1 A - Fileanta

Labhairt	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach pongail mionaideach, gun cus smaoineachaidh ro làimh.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar na fòineimean.</i>
• Briathrachas	<i>Taghadh farsaing de cho-fhacail, de sheanfhaicail, de ghnàthasan-cainnte agus de bhriathrachas sònraichte a rèir nòsan an latha an-diugh.</i>
• Structaran	<i>Structaran aig ìre àrd, nam measg: tuiseal, gnè is àireamh ainmearan is bhuaidhairean; tràthan is guthan ghnìomhairean; riochdairean is roimhearan. [faicibh Nòta 1]</i>
Tuigsinn	Comasach air fiosrachadh, deasbad is argamaidean, gach cuid neo-foirmeil is foirmeil, a thuigsinn an cur an cèill aig astar àbhaisteach còmhraidh.

Nòta 1: Chan eilear an dùil gum bi clann eòlach air gnìomhairean fulangach foirmeil, ach bu chòir dhaibh a bhith comasach air seagh fulangach a chur an cèill le *air no rach*.

4.2.2 B - Misneachail

Labhairt	Comasach air smuaintean, beachdan is argamaidean a chur an cèill gu siubhlach soilleir.
• Fuaimneachadh	<i>Connragan leathann is caola, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar a' chuid mhòr de na fòineimean.</i>
• Briathrachas	<i>Taghadh math de cho-fhacail, de ghnàthasan-cainnte agus de bhriathrachas sònraichte an latha an-diugh.</i>
• Structaran	<i>Structaran coileanta, nam measg: tuiseal, gnè is àireamh ainmearan is bhuaidhairean; tràthan is guthan ghnìomhairean; riochdairean is roimhearan. [faicibh Nòta 1 air td. 19]</i>
Tuigsinn	Comasach air fiosrachadh a thuigsinn air a chur an cèill aig astar àbhaisteach còmhraidh.

4.2.3 C - Meadhanach

Labhairt	Comasach air smuaintean is beachdan a chur an cèill.
• Fuaimneachadh	<i>Connragan leathann is caola sa mhòr-chuid, fuaimreagan goirid is fada agus dà-fhoghair is trì-fhoghair air am fuaimneachadh air dhòigh 's gu bheil sgaradh soilleir eadar a' chuid mhòr de na fòineimean. Cha bhiodh dùil ri diofar sheòrsaichean L, N, R no ri fuaimneachadh deudach D is T.</i>
• Briathrachas	<i>Taghadh cuingealaichte de cho-fhacail 's de ghnàthasan-cainnte.</i>
• Structaran	<i>Structaran reusanta coileanta le ainmearan is buadhairean riaghailteach agus gnìomhairean riaghailteach.</i>
Tuigsinn	Comasach air cainnt làitheil a thuigsinn aig astar àbhaisteach còmhraidh.

4.2.4 D - Bunaiteach

Labhairt	Comasach air còmhradh sìmplidh a dhèanamh air cuspairean làitheil.
• Fuaimneachadh	<i>Easbhaidhean ann am fuaimneachadh mòran de na fuaimnean sònraichte Gàidhlig, ach gun cus bacaidh air soilleireachd.</i>
• Briathrachas	<i>Briathrachas a fhreagras air beatha làitheil an neach-labhairt.</i>
• Structaran	<i>Structaran bunaiteach, nam measg: òrdugh nam facal; ainmearan is buadhairean cumanta; gnìomhairean cumanta.</i>
Tuigsinn	Comasach air còmhradh mu chuspairean làitheil a thuigsinn aig astar nas maille na an àbhaist.

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6. Pàipearan-taice

- 6.1: Common European Framework of Reference for Languages: Learning, Teaching, Assessment; Structured overview of all CEFR scales.
- 6.2: Minority language skills scale
- 6.3: Self-assessment checklists from the Swiss version of the European Language Portfolio



Common European Framework of Reference for Languages: Learning, teaching, assessment

Structured overview of all CEFR scales

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1 Common Reference Levels

1.1 Global scale

Proficient User	C2	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.
	C1	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.
Independent User	B2	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.
	B1	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 & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	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.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of 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.

1.2 Self-assessment grid

	Reception		Interaction		Production	
	Listening	Reading	Spoken Interaction	Written Interaction	Spoken Production	Written Production
C2	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.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	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.	I can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.	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.	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.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	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 skilfully to those of other speakers		I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
B2	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 programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	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.	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions of a wide range of subject 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 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.
B1	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 programmes on current affairs or topics of personal or professional interest when the delivery is	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 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).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams hopes & 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 write straightforward connected text on topics, which are familiar, or of personal interest.

	relatively slow and clear.					
A2	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 geography, employment). I can catch the main point in short, clear, simple messages and announcements	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 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.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	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 write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“.
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	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.	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 use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

1.3 Qualitative aspects of spoken language use

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

2 Illustrative scales

2.1 Communicative Activities:

Reception ^{Spoken}

OVERALL LISTENING COMPREHENSION

C2	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed
C1	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>
B2	<p>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p>
B1	<p>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p>
A2	<p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>
A1	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS

C2	No descriptor available
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics
B2	<p>Can keep up with an animated conversation between native speakers.</p> <p>Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p>
B1	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
A2	Can generally identify the topic of discussion around her that is conducted slowly and clearly.
A1	No descriptor available

LISTENING AS A MEMBER OF A LIVE AUDIENCE

C2	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
C1	Can follow most lectures, discussions and debates with relative ease.
B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
B1	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
A2	No descriptor available
A1	No descriptor available

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

C2	No descriptor available
C1	Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.
B1	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
A2	Can catch the main point in short, clear, simple messages and announcement. Can understand simple directions relating to how to get from X to Y, by foot or public transport.
A1	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.

LISTENING TO RADIO AUDIO & RECORDINGS

C2	No descriptor available
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
B2	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
B1	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
A2	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
A1	No descriptor available

WATCHING TV AND FILM

C2	No descriptor available
C1	Can follow films employing a considerable degree of slang and idiomatic usage.
B2	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.
B1	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
A2	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
	Can follow changes of topic of factual TV news items, and form an idea of the main content.
A1	No descriptor available

OVERALL READING COMPREHENSION

C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE

C2	No descriptor available
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
A2	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics
	Can understand short simple personal letters.
A1	Can understand short, simple messages on postcards.

READING FOR ORIENTATION

C2	No descriptor available
C1	No descriptor available
B2	Can scan quickly through long and complex texts, locating relevant details.
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B1	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
	Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman).
	Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A1	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

READING FOR INFORMATION & ARGUMENT

C2	No descriptor available
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2	Can obtain information, ideas and opinions from highly specialised sources within his/her field.
	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
B1	Can identify the main conclusions in clearly signalled argumentative texts.
	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

READING INSTRUCTIONS

C2	No descriptor available
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.
B1	Can understand clearly written, straightforward instructions for a piece of equipment
A2	Can understand regulations, for example safety, when expressed in simple language.
	Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.
A1	Can follow short, simple written directions (e.g., to go from X to Y)

Interaction Spoken

OVERALL SPOKEN INTERACTION

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR

C2	Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.
C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
B2	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.
B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
A2	Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.

CONVERSATION

C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.
B1	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
A2	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address Can make and respond to invitations, invitations and apologies. Can say what he/she likes and dislikes.
A1	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

INFORMAL DISCUSSION (WITH FRIENDS)

C2	No descriptor available
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
B2	Can keep up with an animated discussion between native speakers
	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
	Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.
B1	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.
	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.
	Can give brief comments on the views of others.
	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.
A2	Can give or seek personal views and opinions in discussing topics of interest.
	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).
	Can express belief, opinion, agreement and disagreement politely.
	Can generally identify the topic of discussion around her which is conducted slowly and clearly.
	Can discuss what to do in the evening, at the weekend.
	Can make and respond to suggestions.
A1	Can agree and disagree with others.
	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.
	Can discuss what to do, where to go and make arrangements to meet.
A1	No descriptors available

FORMAL DISCUSSION (MEETINGS)

C2	Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.
C1	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.
B2	Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	Can participate actively in routine and non routine formal discussion.
	Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.
	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.
B1	Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate.
	Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.
A2	Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.
	Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.
A1	No descriptor available

Note: The descriptors on this sub-scale have not been empirically calibrated with the measurement model.

GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)

C2	No descriptor available
C1	No descriptor available
B2	<p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p>
B1	<p>Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p>
	<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p>
A2	<p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p>
	<p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>
A1	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask people for things, and give people things.</p>

TRANSACTIONS TO OBTAIN GOODS & SERVICES

C2	No descriptor available
C1	No descriptor available
B2	<p>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p> <p>Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.</p> <p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p>
B1	<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</p>
A2	<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p> <p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p>
A1	<p>Can ask people for things and give people things.</p> <p>Can handle numbers, quantities, cost and time.</p>

INFORMATION EXCHANGE

C2	No descriptor available
C1	No descriptor available
B2	<p>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p> <p>Can pass on detailed information reliably.</p> <p>Can give a clear, detailed description of how to carry out a procedure.</p> <p>Can synthesise and report information and arguments from a number of sources.</p>
B1	<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</p> <p>Can describe how to do something, giving detailed instructions.</p> <p>Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p> <p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed directions</p> <p>Can obtain more detailed information.</p>
A2	<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters</p> <p>Can ask and answer questions about what they do at work and in free time</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>
A1	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p>

INTERVIEWING AND BEING INTERVIEWED

C2	Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.
C1	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
B2	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.
B1	Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.
	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.
	Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
A2	Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.
	Can answer simple questions and respond to simple statements in an interview.
A1	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

Interaction Written

OVERALL WRITTEN INTERACTION

C2	No descriptor available
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views effectively in writing, and relate to those of others.
B1	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details in written form

CORRESPONDENCE

C2	No descriptor available
C1	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.
B2	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.
B1	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
	Can write personal letters describing experiences, feelings and events in some detail.
A2	Can write very simple personal letters expressing thanks and apology.
A1	Can write a short simple postcard

NOTES, MESSAGES & FORMS

C2	No descriptor available
C1	No descriptor available
B2	No descriptor available
B1	Can take messages communicating enquiries, explaining problems.
	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.
A2	Can take a short, simple message provided he/she can ask for repetition and reformulation.
	Can write short, simple notes and messages relating to matters in areas of immediate need.
A1	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.

Production Spoken

OVERALL SPOKEN PRODUCTION

C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.

SUSTAINED MONOLOGUE: Describing Experience

C2	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
C1	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.
B1	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.
A2	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.
	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.
A1	Can describe him/herself, what he/she does and where he/she lives.

SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)

C2	No descriptor available
C1	No descriptor available
	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
B2	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	Can develop an argument well enough to be followed without difficulty most of the time.
B1	Can briefly give reasons and explanations for opinions, plans and actions.
A2	No descriptor available
A1	No descriptor available

PUBLIC ANNOUNCEMENTS

C2	No descriptor available
C1	Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.
B2	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.
B1	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
A2	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.
A1	No descriptor available

Note: The descriptors on this sub-scale have not been empirically calibrated.

ADDRESSING AUDIENCES

C2	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning
C1	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.
B2	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.
B1	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.
A2	Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions. Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.
A1	Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.

Production Written

OVERALL WRITTEN PRODUCTION

C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B2	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
A1	Can write simple isolated phrases and sentences.

Note: The descriptors on this scale and on the two sub-scales which follow (Creative Writing; Reports & Essays) sub-scale have not been empirically calibrated with the measurement model. The descriptors for these three scales have therefore been created by recombining elements of descriptors from other scales

CREATIVE WRITING

C2	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
B2	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
	Can write a review of a film, book or play.
B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.
	Can write accounts of experiences, describing feelings and reactions in simple connected text.
	Can write a description of an event, a recent trip - real or imagined.
	Can narrate a story.
A2	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.
	Can write very short, basic descriptions of events, past activities and personal experiences.
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.
	Can write short, simple imaginary biographies and simple poems about people.
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

REPORTS & ESSAYS

C2	<p>Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.</p> <p>Can provide an appropriate and effective logical structure which helps the reader to find significant points.</p>
C1	<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>
B2	<p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <p>Can evaluate different ideas or solutions to a problem.</p> <p>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesise information and arguments from a number of sources.</p>
B1	<p>Can write short, simple essays on topics of interest.</p> <p>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</p> <p>Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</p>
A2	No descriptor available
A1	No descriptor available

2.2 Communication Strategies

Reception

IDENTIFYING CUES & INFERRING (Spoken & Written)

C2	No descriptor available
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
B2	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.
B1	<p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>
A2	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.
A1	No descriptor available

Interaction

TAKING THE FLOOR (TURNTAKING)

C2	No descriptor available
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation.
	Can initiate, maintain and close simple, face-to-face conversation.
	Can ask for attention.
A1	No descriptor available

COOPERATING

C2	No descriptor available
C1	Can relate own contribution skillfully to those of other speakers.
B2	Can give feedback on and follow up statements and inferences and so help the development of the discussion.
	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
B1	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.
	Can summarise the point reached in a discussion and so help focus the talk.
	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
A2	Can indicate when he/she is following.
A1	No descriptor available

ASKING FOR CLARIFICATION

C2	No descriptor available
C1	No descriptor available
B2	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
B1	Can ask someone to clarify or elaborate what he or she has just said.
A2	Can ask very simply for repetition when he/she does not understand.
	Can ask for clarification about key words or phrases not understood using stock phrases.
	Can say he/she didn't follow.
A1	No descriptor available

PLANNING

C2	No descriptor available
C1	No descriptor available

B2	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.
	Can rehearse and try out new combinations and expressions, inviting feedback.
B1	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
A2	Can recall and rehearse an appropriate set of phrases from his repertoire.
A1	No descriptor available

COMPENSATING

C2	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.
C1	No descriptor available
B2	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
B1	Can define the features of something concrete for which he/she can't remember the word.
	Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).
	Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction".
A2	Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.
	Can identify what he/she means by pointing to it (e.g. "I'd like this, please).
A1	No descriptor available

MONITORING & REPAIR

C2	Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.
B2	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.
	Can make a note of "favourite mistakes" and consciously monitor speech for it/them.
B1	Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.
	Can ask for confirmation that a form used is correct.
	Can start again using a different tactic when communication breaks down.
A2	No descriptor available
A1	No descriptor available

2.3 Working with Text

NOTE-TAKING (LECTURES, SEMINARS, ETC.)

C2	Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.
C1	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.
B2	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.
B1	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.
	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
A2	No descriptor available
A1	No descriptor available

PROCESSING TEXT

C2	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
----	---

C1	Can summarise long, demanding texts.
B2	<p>Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.</p> <p>Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.</p> <p>Can summarise the plot and sequence of events in a film or play.</p>
B1	<p>Can collate short pieces of information from several sources and summarise them for somebody else.</p> <p>Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</p>
A2	<p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p>Can copy out short texts in printed or clearly hand-written format.</p>
A1	Can copy out single words and short texts presented in standard printed format

2.4 Communicative Language Competence

Linguistic

Range

GENERAL LINGUISTIC RANGE

C2	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.
C1	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.
B2	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
A2	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.

VOCABULARY RANGE

C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

Control

GRAMMATICAL ACCURACY

C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B1	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

VOCABULARY CONTROL

C2	Consistently correct and appropriate use of vocabulary.
C1	Occasional minor slips, but no significant vocabulary errors.
B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
A2	Can control a narrow repertoire dealing with concrete everyday needs.
A1	No descriptor available

PHONOLOGICAL CONTROL

C2	No descriptor available
C1	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
B2	Has a clear, natural, pronunciation and intonation.
B1	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

ORTHOGRAPHIC CONTROL

C2	Writing is orthographically free of error.
C1	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.
B2	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
B1	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
A2	Can copy short sentences on everyday subjects - e.g. directions how to get somewhere Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.
A1	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.

Note: Scaling of descriptors is the intention of the authors of the scales on which these descriptors are based.

Sociolinguistic

SOCIOLINGUISTIC APPROPRIATENESS

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.
B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.
A2	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc

Pragmatic

FLEXIBILITY

C2	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity.
C1	No descriptor available
B2	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
	Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.
B1	Can adapt his expression to deal with less routine, even difficult, situations.
	Can exploit a wide range of simple language flexibly to express much of what he/she wants.
A2	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.
	Can expand learned phrases through simple recombinations of their elements.
A1	No descriptor available

TAKING THE FLOOR (TURNTAKING)

C2	No descriptor available
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so.
	Can initiate, maintain and end discourse appropriately with effective turntaking.
	Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation.
	Can initiate, maintain and close simple, face-to-face conversation.
	Can ask for attention.
A1	No descriptor available

THEMATIC DEVELOPMENT

C2	No descriptor available
C1	Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.
B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
A2	Can tell a story or describe something in a simple list of points.
A1	No descriptor available

COHERENCE

C2	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

PROPOSITIONAL PRECISION

C2	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc.
B2	Can pass on detailed information reliably
B1	Can explain the main points in an idea or problem with reasonable precision.
	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.
	Can express the main point he/she wants to make comprehensibly.
A2	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
A1	No descriptor available

SPOKEN FLUENCY

C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

Appendix: The hierarchy of scales

The scales in the CEFR are interconnected in an underlying hierarchy. When using the scales it is important to keep in mind that the CEFR is based on an action-oriented approach as explained in the first paragraph of Chapter 2. The CEFR views users and learners of a language as members of society who may wish to accomplish tasks in a given set of circumstances, in a specific environment and within a particular field of action. These tasks are of course not exclusively language-related. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning.

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

The scales of the CEFR refer to this theoretical model, but each separate scale refers to particular aspects, elements, contexts, processes, etc. distinguished within the model. Developing competence is described in the scales mainly along two broad dimensions: the quantity dimension (the number of tasks persons can perform successfully by language use, in what number of contexts, in relation to what number of themes, domains etc.) and a quality dimension (how effectively and efficiently the persons can achieve their goals through language use. To illustrate the interrelationships between the CEFR scales two branches of the hierarchy are presented below, the first referring to the quantity dimension and the second to the quality dimension.

The quantity dimension branches out from overall language proficiency into “Communicative Activities”. Four main types of activities are distinguished: Reception, Production, Interaction, and Mediation. In Diagram 1 the Interaction branch is worked out in more detail. Similar branching can be derived from the CEFR for the other three types of activities. Within Interaction a spoken and a written branch are distinguished. Finally within the spoken branch several contexts of language use are presented. For each of the boxes in the diagram descriptive scales are available in the CEFR,

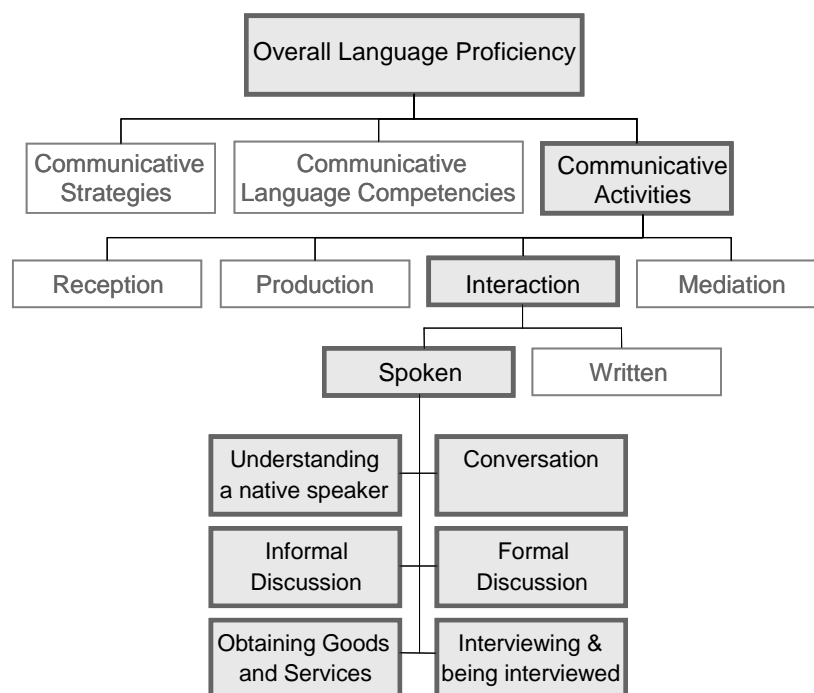


Diagram 1: The quantity dimension

The quality dimension also branches out from overall language proficiency (Diagram 2), but into “Communicative language competences”. Three main constituents of Communicative language competences are distinguished: linguistic, Sociolinguistic and Pragmatic. The linguistic competences are important in achieving efficiency and effectiveness in language use. For linguistic competence two factors are distinguished: range and control and within each of these two factors several aspects are distinguished. For each box in the diagram descriptive scales are offered in the CEFR

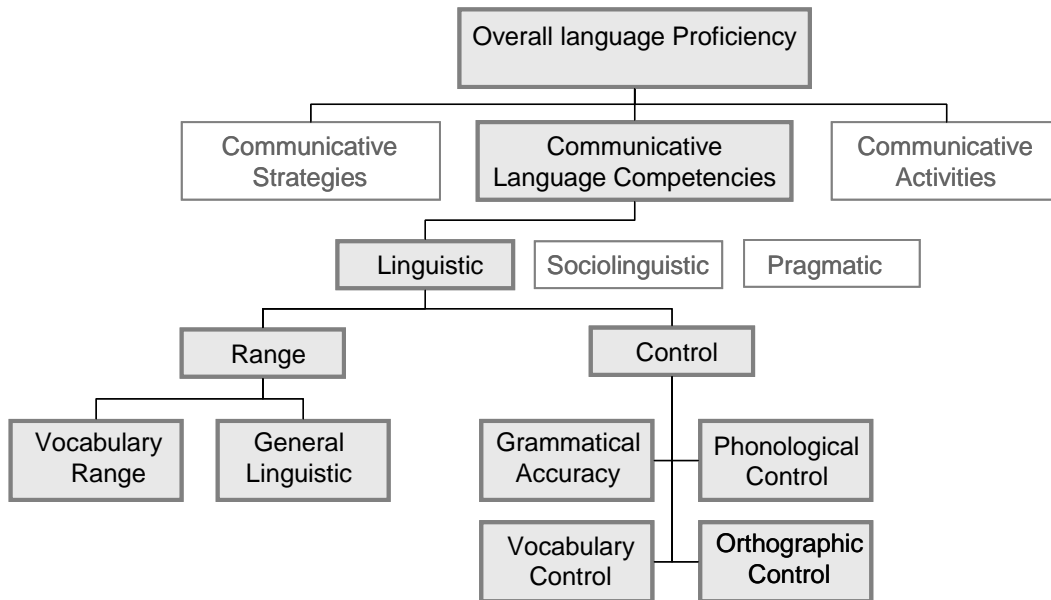


Diagram 2: The quality dimension

6.2: Minority Language Skills Scale

1. *Monolingual in Minority Language*
2. *Strongly Minority Language-preferential*
Extensive range of vocabulary and synonyms, of grammatical structures and idioms in Minority Language; acquaintance with technical and new vocabulary, and ability and willingness to use such in domains not traditionally associated with Minority Language.
3. *Minority Language preferential*
Extensive range of vocabulary and synonyms, of grammatical structures and idioms in Minority Language; little acquaintance with technical and new vocabulary. Traditional Minority Language domains in very strong.
4. *Bilingual*
Comfortable and capable in both languages in different situations; extensive range of vocabulary and synonyms, of grammatical structures and idioms in both languages, dependent upon situation.

5. *Majority Language preferential*
Reasonable range of vocabulary and grammatical structures in Minority Language, but deficits in certain domains or register vis-à-vis vocabulary and idiom. No such deficits in Majority Language.
6. *Strongly Majority Language preferential*
Acquaintance with fundamental grammatical structures (e.g. word order); restricted range of vocabulary (e.g. lack of synonyms) in Minority Language. Inability to talk (or think) succinctly and in detail in Minority Language in order to convey detailed information; grammatical structures and idioms strongly influenced by Majority Language.
7. *Passive bilingual*
Comprehension of spoken Minority Language on everyday topics; restricted vocabulary in Minority Language, possibly at school pupil level; authentic local accent in spoken Minority Language. Lack of idiom and of flexibility in Minority Language grammatical structures.
8. *Latent speaker**
Comprehension of spoken Minority Language on everyday topics where detailed information is not being conveyed; ability to express fixed phrases and clichés; reasonable local accent in Minority Language.
9. *Comprehension*
Comprehension of spoken Minority Language on everyday topics where detailed information is not being conveyed.
10. *Monolingual in Majority Language*

Levels 1-4 : Minority Language stronger than, or as strong as, Majority Language.

Levels 5-10: Majority Language dominant.

* as outlined by Basham & Fathman (2008) but used in a more restricted sense here.

6.3: Self-assessment checklists from the Swiss version of the European Language Portfolio

Tha na duilleagan seo rim faotainn ann an cruth pdf fa leth.

Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 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 A1.



Listening

I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.

I can understand simple directions how to get from X to Y, by foot or public transport.

I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.

I can understand numbers, prices and times.



Reading

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".



Spoken Interaction

I can introduce somebody and use basic greeting and leave-taking expressions.

I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.

I can make simple purchases where pointing or other gestures can support what I say.

I can handle numbers, quantities, cost and time.

I can ask people for things and give people things.

I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.

I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".

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 A1.



	Me	My teacher/another	My objectives
Spoken Production	1	2	3
I can give personal information (address, telephone number, nationality, age, family, and hobbies)			
I can describe where I live.			
Strategies	1	2	3
I can say when I don't understand.			
I can very simply ask somebody to repeat what they said.			
I can very simply ask somebody to speak more slowly.			
Writing	1	2	3
I can fill in a questionnaire with my personal details (job, age, address, hobbies).			
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.			



Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 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 A2.

	Me	My teacher/another	My objectives
 Listening	1	2	3
I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.			
I can generally identify the topic of discussion around me when people speak slowly and clearly.			
I can understand phrases, words and expressions related to areas of most immediate priority (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 essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.			
I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.			
 Reading	1	2	3
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, 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.			
 Spoken Interaction	1	2	3
I can make simple transactions in shops, post offices or banks.			
I can use public transport : buses, trains, and taxis, ask for basic information and buy tickets.			
I can get simple information about travel.			
I can order something to eat or drink.			
I can make simple purchases by stating what I want and asking the price.			
I can ask for and give directions referring to a map or plan.			
I can ask how people are and react to news.			
I can make and respond to invitations.			

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 A1.

	Me	My teacher/another	My objectives
I can make and accept apologies.			
I can say what I like and dislike.			
I can discuss with other people what to do, where to go and make arrangements to meet.			
I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.			
 Spoken Production	1	2	3
I can describe myself, my family and other people.			
I can describe where I live.			
I can give short, basic descriptions of events.			
I can describe my educational background, my present or most recent job.			
I can describe my hobbies and interests in a simple way.			
I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).			
Strategies	1	2	3
I can ask for attention.			
I can indicate when I am following.			
I can very simply ask somebody to repeat what they said.			
Language Quality	1	2	3
I can make myself understood using memorised phrases and single expressions.			
I can link groups of words with simple connectors like "and", "but" and "because".			
I can use some simple structures correctly.			
I have a sufficient vocabulary for coping with simple everyday situations.			
 Writing	1	2	3
I can write short, simple notes and messages.			
I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			
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 briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can write simple sentences, connecting them with words such as "and", "but", "because".			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			

Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 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 B1.



Listening

I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.

I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.

I can listen to a short narrative and form hypotheses about what will happen next.

I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.

I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

I can understand simple technical information, such as operating instructions for everyday equipment.



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.



Spoken Interaction

I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.

I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.

I can ask for and follow detailed directions.

I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

	Me	My teacher/another	My objectives
	1	2	3
Listening			
I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.			
I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.			
I can listen to a short narrative and form hypotheses about what will happen next.			
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.			
I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.			
I can understand simple technical information, such as operating instructions for everyday equipment.			
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.			
Spoken Interaction			
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.			
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.			
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.			
I can ask for and follow detailed directions.			
I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.			

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 A1.



	Me	My teacher/another	My objectives
I can give or seek personal views and opinions in an informal discussion with friends.			
I can agree and disagree politely.			
Spoken Production	1	2	3
I can narrate a story.			
I can give detailed accounts of experiences, describing feelings and reactions.			
I can describe dreams, hopes and ambitions.			
I can explain and give reasons for my plans, intentions and actions.			
I can relate the plot of a book or film and describe my reactions.			
I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			
Strategies	1	2	3
I can repeat back part of what someone has said to confirm that we understand each other.			
I can ask someone to clarify or elaborate what they have just said.			
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".			
Language Quality	1	2	3
I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.			
I can convey simple information of immediate relevance, getting across which point I feel is most important.			
I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.			
I can express myself reasonably accurately in familiar, predictable situations.			
Writing	1	2	3
I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.			
I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.			
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			
I can describe in a personal letter the plot of a film or a book or give an account of a concert.			
In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.			
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, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.			
I can write my CV in summary form.			

Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 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.



Listening

	Me	My teacher/another	My objectives
	1	2	3
I can understand in detail what is said to me in standard spoken language even in a noisy environment.			
I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.			
I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc.			
I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.			
I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.			
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.			



Reading

	1	2	3
I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.			
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 speciality.			
I can understand specialised 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, concerts) and summarise the main points.			
I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important 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.			



Spoken Interaction

	1	2	3
I can initiate, maintain and end discourse naturally with effective turn-taking.			
I can exchange considerable quantities of detailed factual information on matters within my fields of interest.			
I can convey degrees of emotion and highlight the personal significance of events and experiences.			
I can engage in extended conversation in a clearly participatory fashion on most general topics.			

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 A1.

	Me	My teacher/another	My objectives
I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			
I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.			
I can carry out a prepared interview, checking and confirming information, following up interesting replies.			
Spoken Production	1	2	3
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.			
I can construct a chain of reasoned argument, linking my ideas logically.			
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
I can speculate about causes, consequences, hypothetical situations.			
Strategies	1	2	3
I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.			
I can make a note of "favourite mistakes" and consciously monitor speech for them.			
I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.			
Language Quality	1	2	3
I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.			
I can pass on detailed information reliably.			
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.			
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			
Writing	1	2	3
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 summarise 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, emphasising decisive points and including supporting details.			
I can write about events and real or fictional experiences in a detailed and easily readable way.			
I can write a short review of a film or a book.			
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.			

Self-assessment Checklist

Language: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 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 C1.



Listening

	Me	My teacher/another	My objectives
	1	2	3
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.			
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.			
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.			
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.			
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.			
I can without too much effort understand films which contain a considerable degree of slang and idiomatic usage.			



Reading

	Me	My teacher/another	My objectives
	1	2	3
I can understand fairly long demanding texts and summarise them orally.			
I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.			
I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.			
I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.			
I can read any correspondence with occasional use of a dictionary.			
I can read contemporary literary texts with ease.			
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.			
I can recognise the social, political or historical background of a literary work.			



Spoken Interaction

	Me	My teacher/another	My objectives
	1	2	3
I can keep up with an animated conversation between native speakers.			
I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.			
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.			
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.			

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 A1.



	Me	My teacher/another	My objectives
Spoken Production	1	2	3
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.			
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.			
Strategies	1	2	3
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.			
I can relate own contribution skilfully to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			
Language Quality	1	2	3
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.			
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions ; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.			
I can consistently maintain a high degree of grammatical accuracy ; errors are rare and difficult to spot.			
Writing	1	2	3
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.			
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.			
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.			
I can put together information from different sources and relate it in a coherent summary.			
I can give a detailed description of experiences, feelings and events in a personal letter.			
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.			
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.			
I can select a style appropriate to the reader in mind.			



Self-assessment Checklist

Language: _____

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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 C2.

Me	My teacher/another	My objectives
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Listening

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.



Reading

I can recognise plays on words and appreciate texts whose real meaning is not explicit (for example irony, 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.



Spoken Interaction

I can take part effortlessly in all conversations and discussions with native speakers.



Spoken Production

I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.

I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate and to eliminate ambiguity.

Strategies

I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

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 A1.

	Me	My teacher/another	My objectives
Language Quality	1	2	3
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 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.			
 Writing	1	2	3
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 I can express myself in a consciously ironical, ambiguous and humorous way.			