|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: A1.1 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can say that I do not understand or that I do not know. |  |  |
| 2 | I can tell people my name. I can also ask other people their name. |  |  |
| 3 | I can understand simple questions (e.g., my name, my age, my address, etc.). |  |  |
| 4 | I can use and understand simple numbers in everyday conversations (e.g., ask and give phone numbers and prices, numbers up to 100). |  |  |
| 5 | I can talk to someone using simple words and I can say "yes", "no", "sorry", "please" and "you're welcome", "thank you". |  |  |
| 6 | I can use basic greetings to say "hello", "hi", "good-bye", "see you later", "How are you?". |  |  |
| 7 | I can ask and answer simple, personal questions if the other person speaks slowly and is very helpful. |  |  |
| 8 | I can ask and tell what day, time of day and date it is. |  |  |
| 9 | I can ask for and give a date of birth. |  |  |
| 10 | I can ask very simple questions for information, such as “What is this?” and understand one- or two-word answers. |  |  |
| 11 | I can say how I am feeling using simple words. |  |  |
| 12 | I can name some very common objects such as foods, drinks, clothing. |  |  |
| 13 | I can count out loud from 1 to 100. |  |  |
| 14 | I can give simple information about me (name, my family, where I live, address, telephone number, country, and age). |  |  |
| 15 | I can give simple information about my family. |  |  |
| 16 | I can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference. |  |  |
| 17 | I can tell people their age and ask people about their age. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: A1.2 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can understand short conversations about familiar topics (e.g., school, hobbies, family) if people speak very slowly and clearly. |  |  |
| 2 | I can answer simple questions (e.g., with words, expressions, or short sentences). |  |  |
| 3 | I can ask someone how he or she is, and I can also say how I am doing. |  |  |
| 4 | I can greet people of all ages respectfully. |  |  |
| 5 | I can communicate in a simple way if the other person helps me. |  |  |
| 6 | I can ask and answer questions about time and dates. |  |  |
| 7 | I can ask and answer simple questions about very familiar topics (e.g., my family, my school, my activities, my clothes, my favorite colours, my address), if people help me. |  |  |
| 8 | I can ask for simple directions (e.g., "Where is the bathroom?"). |  |  |
| 9 | I can order something to drink and eat (e.g., in a cafeteria or a restaurant). |  |  |
| 10 | I can introduce myself (e.g., “My name is Christine, I am in Grade 9, and I live on Apple Street.”). |  |  |
| 11 | I can introduce other people (e.g., “My friend's name is Danny. He is in Grade 9, and he goes to a different school.”). |  |  |
| 12 | I can speak about people and places using very simple sentences. |  |  |
| 13 | I can give basic information about my school or my class (e.g., size, the number of students and my favourite subjects). |  |  |
| 14 | I can name the main parts of the body (e.g., if I need to say where it hurts). |  |  |
| 15 | I can describe my family using very simple sentences (e.g., members, ages and what they do). |  |  |
| 16 | I can describe what I like and what I don't like (e.g., sports, music, school, clothing, and colours). |  |  |
| 17 | I can use simple words to describe something (e.g., size, shape, or colour). |  |  |
| 18 | I can describe what I can do and can't do (and what other people or animals can or can't do). |  |  |
| 19 | I can use simple numbers (quantities, time, and money). |  |  |
| 20 | I can talk about the weather and the seasons using very simple sentences. |  |  |
| 21 | I can indicate time with expressions (e.g., "next week", "last Friday", "in November", "at three o'clock"). |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: A2.1 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can wish people a happy birthday and respond to greetings (e.g., a Happy New Year or other special event). |  |  |
| 2 | I can describe certain physical conditions using simple words and phrases (e.g., "I'm cold", "I'm hungry" or "I'm tired"), and I can ask people how they feel. |  |  |
| 3 | I can make simple purchases (e.g., simply describe what I am looking for and ask how much it costs). |  |  |
| 4 | I can ask simple, familiar questions, and react to what other people say. |  |  |
| 5 | I can address people politely and ask them something (e.g., how to get somewhere, the time, etc.). |  |  |
| 6 | I can ask and answer simple questions (e.g., my family, my community, my school, my free time, my likes, and dislikes, etc.). |  |  |
| 7 | I can make and accept invitations or refuse invitations politely. |  |  |
| 8 | I can offer and accept apologies. |  |  |
| 9 | I can ask and answer simple questions about a past event (e.g., when, where, who, why, etc.). |  |  |
| 10 | I can make plans with other people (e.g., planning what to do, where to go and when to meet). |  |  |
| 11 | I can ask for and give directions (e.g., using a map or other visual tool). |  |  |
| 12 | I can say what I am good at and what I am not so good at (e.g., at school or in sports). |  |  |
| 13 | I can briefly describe where I live and how to get there (e.g., the means of transport, the distance, how long it takes). |  |  |
| 14 | I can describe my favourite food. |  |  |
| 15 | I can present something I know well (e.g., a sports team, a band, a hobby). |  |  |
| 16 | I can talk briefly about what I plan to do (e.g., on the weekend or during the holidays). |  |  |
| 17 | I can describe what I did (e.g., yesterday at school or last night at home). |  |  |
| 18 | I can describe myself, my family and other people. |  |  |
| 19 | I can describe my daily routine and activities. |  |  |
| 20 | I can describe my hobbies and interests. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: A2.2 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can ask people to repeat or explain what they were saying if something is not clear in a conversation. |  |  |
| 2 | I can ask questions to make sure that the person understands me during a conversation. |  |  |
| 3 | I can ask someone I know to do me a favour, and I can respond if someone asks me to do something for them. |  |  |
| 4 | I can talk with people about what they do at work, at school or in their free time. |  |  |
| 5 | I can explain to someone how to get to a particular place, even without a map. |  |  |
| 6 | I can maintain simple conversations about familiar topics (e.g., weather, hobbies, pets, music, sports). |  |  |
| 7 | I can ask for and give opinions and agree or disagree in a simple way. |  |  |
| 8 | I can get and give simple information about, for example, concerts, sports, or movies, buying tickets, etc., and share information about place, time, cost, etc. |  |  |
| 9 | I can ask and answer simple questions about events in the past (e.g., yesterday, last week, or last year). |  |  |
| 10 | I can give and follow simple instructions (e.g., explain how to do something). |  |  |
| 11 | I can ask and answer simple questions about events in the future (e.g., tomorrow, next week or next year). |  |  |
| 12 | I can express my opinion (using simple words and expressions). |  |  |
| 13 | I can describe people and their jobs, animals and how they behave, etc. |  |  |
| 14 | I can talk about an event that happened or which I experienced myself (e.g., at a party, a school trip or with my family). |  |  |
| 15 | I can give short simple descriptions of events or tell a simple story. |  |  |
| 16 | I can explain why I like or dislike something (e.g., different places, seasons, activities, or things). |  |  |
| 17 | I can describe the places, seasons, objects, or activities I like best and briefly explain why. |  |  |
| 18 | I can share information on celebrations, traditions, and other special events. |  |  |
| 19 | I can use most numbers without hesitation (time, years, prices). |  |  |
| 20 | I can say what I usually do at home, at work or in my free time. |  |  |
| 21 | I can describe simple plans including some details and options. |  |  |
| 22 | I can describe past activities, events, and personal experiences, (e.g., what I did last night, last weekend, last year). |  |  |
| 23 | I can summarize simple stories, using the language used in the story. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: B1.1 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can start, maintain, and end simple face-to-face conversations about familiar topics or personal interests. |  |  |
| 2 | I can maintain a discussion (but others may have trouble at times understanding exactly what I mean). |  |  |
| 3 | I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, frustration, and indifference). |  |  |
| 4 | I can give or seek personal opinions in an informal discussion with friends and agree or disagree politely. |  |  |
| 5 | I can help solve simple problems, saying what I think and asking others what they think. |  |  |
| 6 | I can give and compare my opinion (e.g., about pop culture, bands and styles of music, movies, fashion, etc.) in a conversation with my friends. |  |  |
| 7 | I can tell my teacher about my schoolwork and explain where I am having difficulty. |  |  |
| 8 | I can give someone advice on simple matters (e.g., where to go, what to do, etc.). |  |  |
| 9 | I can have simple telephone conversations with people I know. |  |  |
| 10 | I can explain rules to others (e.g., how to behave at school or play a game). |  |  |
| 11 | I can express my opinion on a variety of subjects related to everyday life. |  |  |
| 12 | I can describe what happened in a film or a book and say what I think of it. |  |  |
| 13 | I can describe my dreams, hopes and goals. |  |  |
| 14 | I can describe a variety of familiar subjects related to my interests. |  |  |
| 15 | I can talk in detail about my experiences, feelings, and reactions. |  |  |
| 16 | I can briefly explain and justify my opinions. |  |  |
| 17 | I can give a short, prepared presentation on a very familiar subject and answer clear questions. |  |  |
| 18 | I can talk about the main content of short texts I have read. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: B1.2 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can start up a conversation, express my opinions and ideas, and ask questions to keep it going. |  |  |
| 2 | I can express my opinions on abstract topics, describe my reactions to them and ask other people what they think. |  |  |
| 3 | I can say that something is causing a problem and also explain why. |  |  |
| 4 | I can compare and contrast options and alternatives, and discuss what to do, where to go, etc. |  |  |
| 5 | I can give practical instructions on how to do something (e.g., making a pizza, using a bank machine, or buying music online). |  |  |
| 6 | I can complain effectively (e.g., to a salesperson, if something is of poor quality or broken). |  |  |
| 7 | I can have relatively long conversations on subjects of common interest (provided that everyone makes an effort to understand each other). |  |  |
| 8 | I can express my opinion and make suggestions when working with others. |  |  |
| 9 | I can clearly express my feelings on something that I have experienced and explain why. |  |  |
| 10 | I can express and justify my opinion on different topics concerning everyday life. |  |  |
| 11 | I can speak in a fairly fluent and comprehensible manner for a certain length of time. I sometimes pause to think about how to continue or to correct myself. |  |  |
| 12 | I can use a wide variety of words and expressions, but I regularly pause to think about how to continue. |  |  |
| 13 | I can present my arguments well enough to be understood without difficulty, most of the time. |  |  |
| 14 | I can give detailed, practical instructions to explain how to do something I am good at (e.g., cooking, looking after a pet, using technology). |  |  |
| 15 | I can talk, in some detail, about similarities and differences (e.g., between regions, celebrities, events). |  |  |
| 16 | I can describe an incident or an event, making the main points clear. |  |  |
| 17 | I can give a prepared presentation and answer clear questions. |  |  |
| 18 | I can summarize new information on familiar subjects from various sources and present it to others. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: B2.1 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can participate in conversations and discussions with several fast speakers, although I may have difficulty joining in. |  |  |
| 2 | I can participate in lengthy discussions, expressing my points of view, ideas, or feelings clearly and regularly. |  |  |
| 3 | I can evaluate advantages and disadvantages and participate in reaching a decision in formal or informal discussions. |  |  |
| 4 | I can sustain my opinions in a discussion by providing relevant explanations, arguments, and comments. |  |  |
| 5 | I can find out and share detailed information (face-to-face and on the phone), asking follow-up questions and getting clarification or more details as needed. |  |  |
| 6 | I can express myself naturally, fluently, and effectively in conversations. |  |  |
| 7 | I can give clear detailed descriptions on a wide range of subjects related to my interests. |  |  |
| 8 | I can present information in a clear systematic manner, and appropriately highlight the main points and important details. |  |  |
| 9 | I can present an issue or a problem in a critical manner and weigh the advantages and disadvantages of various approaches. |  |  |
| 10 | I can orally summarize short excerpts (e.g., radio, podcasts, online forums). |  |  |
| 11 | I can give detailed accounts of my own experiences, describing emotions that I felt and the way I reacted. |  |  |
| 12 | I can talk for a relatively long time on familiar subjects, describing and comparing some of the aspects in detail. |  |  |
| 13 | I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples. |  |  |
| 14 | I can summarize information and arguments from a number of sources (e.g., articles or reports, discussions, interviews, presentations, etc.). |  |  |
| 15 | I can summarize orally the plot and sequence of events in a film or play. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: B2.2 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can interact fluently, effectively, and fairly correctly on a wide range of familiar subjects. |  |  |
| 2 | I can express my ideas and opinions precisely and put forward persuasive arguments; I can also respond to complex arguments put forward by others. |  |  |
| 3 | I can carry out an effective, fluent interview, departing spontaneously from prepared questions. I can follow up and probe interesting replies. |  |  |
| 4 | I can understand and exchange complex information and advice in areas which are somewhat familiar. |  |  |
| 5 | I can interact appropriately in an emergency situation (e.g., calling 911 or the police; getting medical or first aid help). |  |  |
| 6 | I can express, negotiate, and respond sensitively to feelings, attitudes, opinions, tone, and viewpoints of others. |  |  |
| 7 | I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding, and supporting my ideas with supplementary points and relevant examples. |  |  |
| 8 | I can develop an argument systematically, highlighting significant points and including supporting detail where necessary. |  |  |
| 9 | I can give a clear, well-structured presentation, highlighting significant points, and I can answer questions about the content. |  |  |
| 10 | When giving a presentation, I can depart spontaneously from my prepared text and follow up interesting points raised by members of the audience. |  |  |
| 11 | I can summarize information and arguments from a variety of sources, highlighting significant points. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: C1.1 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship with the person with whom I am speaking. |  |  |
| 2 | I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed. |  |  |
| 3 | I can keep up with animated discussions on abstract and complex topics involving a number of speakers and interject effectively. |  |  |
| 4 | I can use the telephone (audio-conferencing, etc.) for a variety of purposes (e.g., solving problems, transactions, and purchases, clarifying misunderstandings, etc.) although I may need to ask for some clarification if the accent is unfamiliar. |  |  |
| 5 | I can combine information from different sources and present it in a coherent summary. |  |  |
| 6 | I can summarize long, challenging texts. |  |  |
| 7 | I can give a clear, well-structured presentation on complex subjects in my field of study, expanding and supporting my point of view with appropriate reasons and examples. |  |  |
| 8 | I can develop a persuasive argument in a well-structured speech, highlighting significant points and concluding appropriately. |  |  |
| 9 | I can give clear, well-structured, detailed descriptions of complex subjects. |  |  |

|  |  |
| --- | --- |
| **Oral Language Proficiency Level**: C1.2 | |
| **Teacher**: |  |
| **Student**: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I can do the following…** | **Completed** | **Date** |
| 1 | I can fully participate in an interview (either as interviewer or as interviewee), fluently expanding and developing points of discussion, and handling interjections with confidence. |  |  |
| 2 | I have a good understanding of humour, irony, and implicit cultural references. |  |  |
| 3 | I can easily keep up with and contribute to an extended debate on an abstract and complex topic, even if it is unfamiliar to me, and people speak simultaneously. |  |  |
| 4 | I can formulate a convincing argument and respond to questions, comments, and complex counter arguments fluently, spontaneously, and appropriately. |  |  |
| 5 | I can give an elaborate description or account of an experience or topic of relevance, integrating themes, developing particular points, and concluding appropriately. |  |  |
| 6 | I can confidently put forward a systematically developed argument, taking account of the audience's perspective, evaluating areas of ambiguity, and selecting appropriate supporting examples. |  |  |
| 7 | I can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view with reasons and relevant examples. |  |  |
| 8 | I can confidently handle detailed questions and spontaneously follow up and reiterate points raised by members of the audience. |  |  |
| 9 | I can orally summarize information from different sources, selecting the most salient and relevant ideas, and reconstructing arguments in a coherent presentation. |  |  |