Self-Assessment Checklist

Language: _____   Name: _____

> Use this checklist to <u>assess what you think you can do</u> (Column 1):
> Use these symbols in Column 1: ✓ I can do this under normal circumstances.
> ✓✓ I can do this easily and well.
> *If you have ticked more than **80% of the statements in Column 1** with ✓ or ✓✓, you have probably achieved this level.*
>
> Use the evaluation table at the end of the checklist to evaluate your results. Fill in the table with the number of ticks for each item and then add up the subtotals to get the total. The number of points in bold type is the recommended score for this level.

A2 Waystage Self-Assessment	1
Listening	
I can understand what people say to me slowly and clearly in simple everyday conversations. It is possible to make me understand if my partner is willing to take the necessary trouble.	
I can understand sentences, phrases and words related to things of immediate relevance (for instance, very basic information about personal details, family, shopping, work, and the local area).	
I can understand the main point of short, simple and clear announcements and messages.	
Spoken Interaction	
I can take care of simple errands in shops, the post office, and the bank.	
I can use public transport (for instance, bus, train, and taxi), ask for basic information, and buy tickets.	
I can gather simple information for a trip.	
I can order food and beverages.	
I can make simple purchases, say what I'm looking for, and ask about the price.	
I can ask for and give directions using a map.	
I can greet people, ask how they are, and respond to news.	
I can make and respond to invitations.	
I can make and accept apologies.	
I can say what I like and dislike.	
I can discuss with other people what to do and where to go and can arrange when and where to meet.	
I can ask people what they do at work and in their free time and I can answer such questions when posed to me.	
I can answer simple questions in conversation and respond to simple statements.	

Spoken Production	
I can describe myself, my family, and other people.	
I can describe where I live.	
I can describe my educational background and my current or last job.	
Reading	
I can read a short, simple message about a concrete event and understand what happened and when and where it occurred.	
I can extract important information from reports or simple newspaper articles containing lots of numbers, names, illustrations, and headlines.	
I can understand very short narrative texts on everyday topics if they are written in simple language.	
I can understand a simple personal letter, in which someone writes or asks me about aspects of daily life.	
I can understand simple written messages from friends or colleagues (for instance, saying when to meet to play football or asking me to be at work early).	
I can read advertisements, in which companies present new products or announce special offers, and understand important information.	
I can extract the most important information from information sheets (flyers) on leisure time activities, exhibitions, etc.	
I can find individual pieces of information in short, simple factual texts (for instance, the results in the Sports section of a newspaper) and understand specific phrases (for instance, in an illustrated weather report).	
I can scan the classifieds in the newspaper, find the desired category and extract the most important information (for instance, about features, sizes, and prices of flats, cars, and computers).	
I can understand rules if they are written in individual sentences or are illustrated (for instance, safety regulations in a hotel room or on the train).	
I can understand simple instructions for use (for instance, for public telephones).	
I can understand the names of commands and simple feedback messages in computer programmes.	
I can understand short narratives about everyday things which are familiar to me if they are written in simple language.	
Writing	
I can describe an event in simple sentences and say what happened and when and where it occurred (for instance, a party or an accident).	
I can write simple phrases and sentences about aspects of daily life (people, places, work, school, family, and hobbies).	
I can write a very simple personal letter making an invitation or thanking someone for something.	
I can explain to someone in writing where I live and how to get there.	
I can fill in forms about my education, my job, my interests, and special skills.	
I can briefly introduce myself (my family, school, job, and hobbies) in a letter using simple phrases and sentences.	
I can write simple sentences and link them with simple connecting words (for instance, "and", "but", and "because").	
I can use simple expressions for greeting, addressing, asking, and thanking	

someone in a letter.	
My vocabulary is large enough to provide information about me and my daily life.	
Strategies	
I can address someone.	
I can indicate when I understand.	
If I don't understand, I can use simple words to ask someone to repeat something.	
Language Quality	
I can communicate using memorised sentences and individual phrases.	
I can link groups of words using simple connecting words such as "and", "but", and "because".	
I can use some simple sentence structures correctly.	
My vocabulary is large enough to deal with simple everyday situations.	
I can use the most important connecting words to describe the chronology of an event ("first", "then", "afterwards", and "later").	

Evaluation

If you have ticked more than **80% of the statements** (39-40 items) with ✓ or ✓✓, you have probably achieved this level. The more ✓✓ you have, the better you are at this level

Skill	Number of items	✓	✓✓	Subtotal
Listening	**3**			
Spoken Interaction	**13**			
Spoken Production	**3**			
Reading	**13**			
Writing	**9**			
Strategies	**3**			
Language Quality	**5**			
Total	**49**			**out of 49**
Level achieved	80% is between **39** and **40** items answered with ✓ or ✓✓. **More than 38 points** means that you have probably achieved this level.			

If your total is less than 38 points, you have not quite achieved the A2 level. We do not recommend taking a language course at the next level (B1).