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# A Guide to Using the Common Framework of Reference (CFR)

## *Appendix B: Charts for Secondary Level*

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Document Excerpt  
September 2013



**Pilot Stage**

This working document was released as a pilot during the 2012-2013 school year and updated September 2013.

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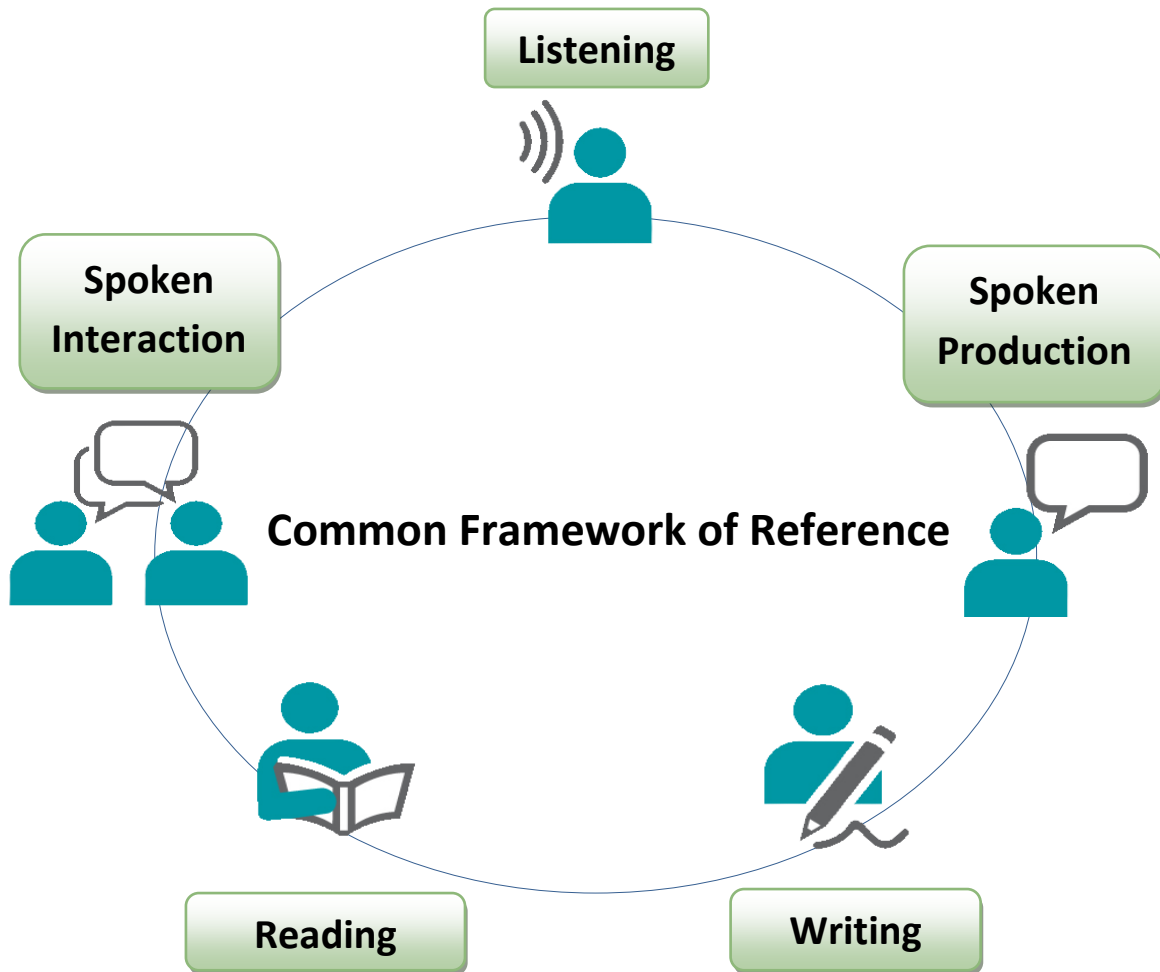
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**Note:** Descriptors with checkmarks refer to the ways in which language progress can be observed and assessed within the classroom. An example from the Can Do Self-Assessment Scale would be: *I can understand simple calculations using 'plus', 'minus', and 'times'.*

## SECONDARY (GRADES 10-12) CFR GLOBAL SCALE



### SECONDARY LEARNER AT A1



 Secondary A1.1 Listening	 Secondary A1.2 Listening
<ul style="list-style-type: none"> <li>• Can recognize his/her name when it is spoken by another person.</li> <li>• Can understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).</li> <li>• Can recognize and understand the words for people around them (e.g., teacher, mother, brother, doctor).</li> <li>• Can often recognize spoken words similar to the languages with which they are familiar (e.g., international, vacation, accident).</li> <li>• Can understand simple questions which directly concern them, such as their name and their address.</li> <li>• Can understand simple classroom instructions, such as “Stand up, please”, “Come here”, or “Close the door, please” when expressed slowly and clearly, possibly with accompanying gestures and pictures.</li> <li>• Can understand simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly.</li> <li>• Can understand simple information about an object (for example, the size and colour of a backpack, who it belongs to, and where it is) if the speaker speaks slowly and clearly, possibly with accompanying gestures.</li> <li>• Can recognize words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</li> <li>• Can identify the sound of most letters heard in context.</li> <li>• Can identify the names of common colours when heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand what is being said, provided people speak slowly and carefully and there are significant pauses.</li> <li>• Can understand numbers, prices, times, and other pieces of short information, if given slowly and clearly.</li> <li>• Can understand and follow basic instructions from peers (e.g., for catching a bus, for playing a basketball game in the gym).</li> <li>• Can recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the bus stop, third door on the left).</li> <li>• Can understand some words and expressions when others are talking about themselves, their family, or their classroom, provided the speech is clear and slow.</li> <li>• Can understand what is being said about the colour, size, and ownership of computers, cell phones, houses, etc., if information is spoken clearly and slowly.               <ul style="list-style-type: none"> <li>✓ Can understand the most important information in a straightforward talk, provided something is already known about the subject and the talk is accompanied by pictures or drawings.</li> <li>✓ Can understand most of a story when it is read slowly and clearly, and is accompanied by pictures or drawings.</li> <li>✓ Can understand simple calculations using ‘plus’, ‘minus’, and ‘times’.</li> <li>✓ Can recognize numbers and shapes, when heard, as well as some mathematical terms; can recognize isolated vocabulary and terms from specific subject areas.</li> <li>✓ Can recognize the names of some sports and the accompanying equipment.</li> <li>✓ Can listen to instructions for games, and follow teacher’s or students’ modeling of the activity.</li> </ul> </li> </ul>

 <b>Secondary A1.1 Spoken Interaction</b>	 <b>Secondary A1.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can provide his/her name and ask others for theirs.</li> <li>• Can point to an object and ask what it is.</li> <li>• Can express a lack of understanding.</li> <li>• Can use basic expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please, and thank you).</li> <li>• Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace), if the other person speaks slowly and clearly.</li> <li>• Can ask for something when pointing or gesturing supports the request.</li> </ul>	<ul style="list-style-type: none"> <li>• Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</li> <li>• Can answer simple questions using individual words, expressions, or short sentences.</li> <li>• Can ask the location of a familiar object. Can also answer this type of question, if asked clearly.</li> <li>• Can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). Students are also able to offer these items to others.</li> <li>• Can express how they are feeling and also inquire as to how others feel.</li> <li>• Can express the size and name the colour of familiar objects. Can also ask others about these qualities.</li> <li>• Can meet and take leave of people using appropriate expressions.</li> <li>• Can make introductions of self and others.</li> <li>• Can communicate the day, date, and time, as well as ask about those matters.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can indicate a lack of comprehension.</li> <li>✓ Can ask for assistance with vocabulary and clarification of task.</li> <li>✓ Can use learned phrases, questions, and responses.</li> </ul>


 <b>Secondary A1.1 Spoken Production</b>	 <b>Secondary A1.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can express how they are feeling using simple, standard expressions.</li> <li>• Can name some common objects in familiar environments (e.g., classroom materials and commonplace food items).</li> <li>• Can express basic personal information such as name, age, address, and country of origin.</li> <li>• Can use a very limited number of grammatical constructions (e.g., “My name is...”).</li> </ul>	<ul style="list-style-type: none"> <li>• Can introduce themselves very briefly, for example stating name, where they are from, and what school they attend.</li> <li>• Can identify the main body parts.</li> <li>• Can express preferences.</li> <li>• Can provide basic information about familiar things (e.g., favourite subjects; description of their home or classroom; number, ages, and occupations of family members).</li> <li>• Can briefly talk about weekend or holiday plans.</li> </ul>

Secondary A1.1 Spoken Production	Secondary A1.2 Spoken Production
	<ul style="list-style-type: none"> <li>✓ Can name some subject-specific vocabulary terms.</li> <li>✓ Can express likes/dislikes about a familiar topic.</li> </ul>



 <b>Secondary A1.1 Reading</b>	 <b>Secondary A1.2 Reading</b>
<ul style="list-style-type: none"> <li>• Can understand brief, simple instructions, if encountered previously in the same or similar form.</li> <li>• Can recognize some words and straightforward sentences in simple texts, if seen previously.</li> <li>• Can recognize the main information (e.g., date, price, time) on posters, brochures, signs, and invitations.</li> <li>• Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand words and expressions on signs when everyday language is used (e.g., 'Open/Closed', 'Exit').</li> <li>• Can adequately understand straightforward forms in order to insert personal information such as name, address, date of birth, etc.</li> <li>• Can recognize important information on basic promotional material (e.g., price, date, and time on posters).</li> <li>• Can recognize short messages and greetings (e.g., "back in an hour"; "happy birthday"). <ul style="list-style-type: none"> <li>✓ Can slowly read simple, short texts, sentence by sentence, and pick out the main information.</li> <li>✓ Can recognize previously encountered parts of words, prefixes, and suffixes.</li> <li>✓ Can identify vocabulary related to the topic.</li> <li>✓ Can connect labels on diagrams with appropriate pieces of science equipment.</li> <li>✓ Can follow familiar mathematical examples in a textbook.</li> <li>✓ Can identify key words (e.g., names of people and places) in text.</li> <li>✓ Can access main ideas of text when accompanied by illustrations.</li> <li>✓ Can read familiar names of sports, games, and players.</li> </ul> </li> </ul>



 <b>Secondary A1.1 Writing</b>	 <b>Secondary A1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can copy or write own name.</li> <li>• Can write simple words and very simple sentences with assistance, using a dictionary or textbook.</li> <li>• Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair,).</li> </ul>	<ul style="list-style-type: none"> <li>• Can write very simple informal messages (e.g., a text message or a note to tell someone when and where to meet).</li> <li>• Can write simple information about themselves (e.g., name, age, address, and hobbies).</li> </ul>





Secondary A1.1 Writing	 Secondary A1.2 Writing
<ul style="list-style-type: none"> <li>• Can write straightforward information about themselves in short sentences or provide that information on a questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write brief messages like post cards and birthday greetings.</li> <li>• Can write simple descriptions of everyday objects (e.g., colour and size of a car; a brief description of their home).</li> <li>• Can fill in a questionnaire with personal details.</li> <li>✓ Can complete gapped sentences using a word list of familiar words.</li> <li>✓ Can label charts, equipment, and diagrams.</li> <li>✓ Can work through examples in a math or science textbook.</li> <li>✓ Can copy facts from short, simple texts.</li> </ul>



## SECONDARY LEARNER AT A2



 <b>Secondary A2.1 Listening</b>	 <b>Secondary A2.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand the main points in short, simple stories and reports when there is some previous understanding of the topic.</li> <li>• Can understand the main points in simple, clear, and short audio announcements and messages.</li> <li>• Can understand short, clear and simple instructions and explanations, when delivered slowly.</li> <li>• Can understand others' expression of feelings (e.g., whether they are indicating they are happy/sad, well/ill).</li> <li>• Can extract important information from audio texts (e.g., concert announcements, sports scores, weather forecasts), provided the message is delivered clearly.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand the important points of a story or account, if it is told slowly and clearly.</li> <li>✓ Can understand the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.</li> <li>✓ Can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</li> <li>✓ Can understand phrases and high frequency vocabulary related to areas of personal relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can generally comprehend the gist of overheard conversations.</li> <li>• Can generally identify changes of topic in conversation.</li> <li>• Can understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an announcement of a bus delay, an intercom announcement at school, a news bulletin).</li> <li>• Can understand an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.</li> <li>• Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand simple technical explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to use different types of equipment).</li> <li>✓ Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).</li> <li>✓ Can listen to other students' contributions in class, and use these responses as models for their own.</li> <li>✓ Can understand simple mathematical procedures when explained.</li> <li>✓ Can follow verbal instructions (e.g., for playing a game, for using a cash dispenser, for completing a science procedure, for constructing a timeline) if the instructions are spoken clearly and slowly.</li> <li>✓ Can get the main idea of audiovisual or other media presentations on familiar topics.</li> <li>✓ Can get the main idea of a short text when read aloud clearly and slowly.</li> <li>✓ Can follow text in a book when it is being read aloud slowly and clearly.</li> </ul>



 <b>Secondary A2.1 Spoken Interaction</b>	 <b>Secondary A2.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can express common greetings such as, “happy birthday”, “happy new year”.</li> <li>• Can express common feelings (e.g., I am cold; I am hungry, I am thirsty).</li> <li>• Can participate in a short telephone conversation with some preparation in advance.</li> <li>• Can ask straightforward questions in familiar situations (e.g., asking the location and price of an item, asking for directions, asking for the time) and understand the responses.</li> <li>• Offer others different things to eat or drink.</li> <li>• Can exchange information about everyday matters using simple vocabulary (e.g., weekend activities, hobbies and other interests, shopping).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask for assistance in understanding textbook problems.</li> <li>✓ Can ask for clarification of unknown words and terms.</li> <li>✓ Can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for a word to be spelled out and can spell out names or words themselves.</li> <li>• Can ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.</li> <li>• Can ask someone to say something more clearly, to explain something a different way, or to repeat what has been said.</li> <li>• Can take part in simple social interactions asking people what they do at work/school and what they do in their spare time, and can reply to these sorts of questions when asked.</li> <li>• Can ask for information (e.g., how to get to a location) as well as offer similar, simple explanations to others.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask other students to confirm solutions to problems.</li> <li>✓ Can ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology, rules).</li> </ul>



 <b>Secondary A2.1 Spoken Production</b>	 <b>Secondary A2.2 Spoken Production</b>
<ul style="list-style-type: none"> <li>• Can indicate personal strengths and weaknesses.</li> <li>• Can describe their home, how to get there, and the length of time spent in travelling there.</li> <li>• Can describe basic aspects of their day-by-day life, such as favourite foods and daily activities.</li> <li>• Can talk briefly about familiar topics, such as weekend or holiday plans.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can talk about a familiar topic in a short presentation, prepared in advance but not read.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe, using simple words, a daily event at home or school.</li> <li>• Can describe, using simple words, their opinion of a situation or event.</li> <li>• Can provide a simple description of a common object (e.g., describe the appearance and behaviour of an animal with which they are familiar).</li> <li>• Can express what they like and/or dislike about something with which they are familiar (e.g., a song, a book, a particular place). Can provide some brief indication of reasons for their opinions.</li> <li>• Can provide some information concerning their culture’s celebrations and special events.</li> </ul>

Secondary A2.1 Spoken Production	Secondary A2.2 Spoken Production
	<ul style="list-style-type: none"> <li>• Can provide a short, simple account of something experienced (e.g., a class trip, a party, a shopping outing).</li> <li>✓ Can produce a summary of a short story expressed in a simple sequence of events.</li> <li>✓ Can say most numbers (including years) without hesitation.</li> <li>✓ Can describe simple mathematical or scientific processes (e.g., “Then add the two numbers together and divide by four.”, “Fill the beaker with water.”).</li> <li>✓ Can talk about familiar places, historical figures, and events using simple vocabulary and language constructions.</li> </ul>





 Secondary A2.1 Reading	 Secondary A2.2 Reading
<ul style="list-style-type: none"> <li>• Can understand most of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</li> <li>• Can locate important information in simple text (e.g., dates and times on posters, ‘keep to the right’ or ‘no parking’ signs, people’s ages and places of residence) in newspaper or magazine articles.</li> <li>• Can understand the gist of short articles and ads in magazines (print and/or electronic), provided the subjects are familiar.</li> <li>✓ Can understand most of what occurs in a well-structured short story and can identify the story’s main characters.</li> <li>✓ Can read and understand texts written in simple language using common words and/or words recognized from other known languages.</li> <li>✓ Can follow a set of clear-cut instructions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Can distinguish and understand the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters).</li> <li>• Can follow instructions for using everyday equipment (e.g., cash dispensers, vending machines, ticket dispensers).</li> <li>• Can understand short instructions illustrated through step-by-step visuals (e.g., cooking instructions on food packages, instructions for mobile phone use, simple science experiments).</li> <li>• Can use everyday reference materials, such as catalogues or the yellow pages.</li> <li>• Can understand the main information in short articles and reports (e.g., discussions on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects.</li> <li>• Can understand the main points in a straightforward personal communication if the topic is familiar.</li> <li>✓ Can read short text segments to find main ideas and a few details.</li> <li>✓ Can read patterned and predictable texts.</li> </ul>

 <b>Secondary A2.1 Reading</b>	 <b>Secondary A2.2 Reading</b>
<ul style="list-style-type: none"> <li>✓ Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps).</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can extract important information, especially relating to facts, from textbooks and other text.</li> <li>✓ Can understand information set out in mathematical language. (Will still need assistance with decoding of problems written in everyday language).</li> <li>✓ Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases.</li> <li>✓ Can read, using a bilingual dictionary, short narratives with some illustrations as support.</li> <li>✓ Can identify relevant section of textbook or other information source.</li> </ul>



 <b>Secondary A2.1 Writing</b>	 <b>Secondary A2.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.</li> <li>• Can write, either by hand or electronically, an informal invitation to others their age, reply to such an invitation, or confirm/cancel/change an invitation.</li> <li>• Can write short sentences expressing wants and preferences.</li> <li>• Can write, with the help of illustrations, an explanation of where they live and how to get there.</li> <li>• Can use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.</li> <li>• Can prepare simple reminders or notes for personal use (e.g., diary, journal, homework book).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can write an introduction or conclusion to a story with the help of a dictionary.</li> <li>✓ Can label charts, diagrams, and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Can provide information on everyday issues (e.g., will be late for school, will attend an event, is ill).</li> <li>• Can provide descriptions of common objects or familiar places using short, simple sentences.</li> <li>• Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party, a celebration, an accident). Can include concrete details such as what, where, and when.</li> <li>• Can exchange useful information with friends in e-mails or short letters.</li> <li>• Can complete a questionnaire providing background information of personal skills, interests, and education.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can tell a simple story (e.g., the best holiday ever or life in the future).</li> <li>✓ Can use simple grammatical structures accurately.</li> <li>✓ Can write a summary sentence of a text's main points giving one or two details.</li> </ul>

 <b>Secondary A2.1 Writing</b>	 <b>Secondary A2.2 Writing</b>
<ul style="list-style-type: none"> <li>✓ Can copy dates and facts from short, simple text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can write simple phrases to describe an experiment when guided by a writing frame.</li> <li>✓ Can write straightforward text on topics familiar to them. Can link these accounts with transitional words such as 'and', 'but', and 'because'. Can use important connecting words to indicate chronological order (e.g., 'then', 'after', 'later').</li> <li>✓ Can give personal reactions to a piece of age-appropriate literature.</li> <li>✓ Can use text as a stimulus to write short dialogue.</li> <li>✓ Can produce illustrations with short descriptions for a school or class project.</li> <li>✓ Can write about class work or lab work in a learning journal when guided by a writing frame.</li> <li>✓ Can devise a timeline for a topic.</li> <li>✓ Can fill in missing facts, names, and subject specific terms in gapped texts.</li> <li>✓ Can write notes with the aid of a writing frame (e.g., word web or headings).</li> <li>✓ Can write down the key words during an oral presentation.</li> </ul>



## SECONDARY LEARNER AT B1



 <b>Secondary B1.1 Listening</b>	 <b>Secondary B1.2 Listening</b>
<ul style="list-style-type: none"> <li>• Can understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</li> <li>• Can understand clear audio announcements (e.g., traffic reports, weather forecasts).</li> <li>• Can follow the main idea of audio text if the topic is familiar and the text can be replayed.</li> <li>• Can understand the main points of even a relatively long discussion if it concerns a familiar topic, and if the people involved use Standard English and do not speak too quickly.</li> <li>• Can understand the most important information in news broadcasts (television, radio, Internet) when visuals support the message and if speech is not too rapid.</li>   <li>✓ Can understand some colloquial expressions related to the classroom.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.</li> <li>✓ Can understand instructions, delivered clearly, and at a slow pace.</li> <li>✓ Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main point and the important details of audio recordings, provided standard language is used and the topic is one of interest.</li> <li>• Can understand the main points in a relatively long conversation that is overheard.</li>   <li>✓ Can understand detailed oral instructions.</li> <li>✓ Can comprehend classroom talk between two or more native speakers, only occasionally needing to request clarification.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when supported by visuals such as textbook illustrations.</li> <li>✓ Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic.</li> <li>✓ Can understand a short film on a familiar topic.</li> <li>✓ Can understand the main points of stories and other text read aloud in the classroom.</li> </ul>
 <b>Secondary B1.1 Spoken Interaction</b>	 <b>Secondary B1.2 Spoken Interaction</b>
<ul style="list-style-type: none"> <li>• Can participate in telephone conversations with a known audience.</li> <li>• Can explain to a teacher when and where they are experiencing difficulty.</li> <li>• Can express opinions on familiar subjects and ask for others' opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can indicate that something is causing a problem and also explain why.</li> <li>• Can initiate a conversation and help to keep it going.</li> <li>• Can repeat a summary of a conversation to another person.</li> <li>• Can ask spontaneous questions.</li> </ul>



Secondary B1.1 Spoken Interaction	Secondary B1.2 Spoken Interaction
<ul style="list-style-type: none"> <li>• Can sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</li> <li>• Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question.</li> <li>• Can repeat what has been said and convey this information to another.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can offer comments and otherwise contribute in a small group situation.</li> <li>✓ Can ask questions about mathematical or lab procedures.</li> <li>✓ Can contribute own understandings of science experiments.</li> <li>✓ Can ask questions to learn more.</li> </ul>	<ul style="list-style-type: none"> <li>• Can participate in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can actively participate in group work, expressing opinions and making suggestions.</li> <li>✓ Can ask questions about mathematical or scientific procedures.</li> <li>✓ Can ask about language forms, vocabulary choices, and structures.</li> <li>✓ Can ask questions about text to extract further meaning.</li> </ul>



 Secondary B1.1 Spoken Production	 Secondary B1.2 Spoken Production
<ul style="list-style-type: none"> <li>• Can briefly explain and justify points of view, assumptions, and plans.</li> <li>• Can describe personal goals and intentions.</li> <li>• Can verbally indicate willingness to participate in activities.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can describe what is occurring in a film or book, and indicate their personal opinion about it.</li> <li>✓ Can retell a simple story read /heard in class.</li> <li>✓ Offer an opinion of a short story, play, essay, or poem examined in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).</li> <li>• Can make announcements using simple words and phrasing (e.g., indicate to the rest of the class what is being served in the cafeteria at noon).</li> <li>• Can clearly express feelings and explain the reasons for them.</li> <li>• Can express an opinion on different topics associated with everyday life and common issues (e.g., give a short talk on the value of staying in school).</li> <li>• Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.</li> <li>• Can talk in some detail about similarities and differences between their current residence and their place of origin.</li> </ul>





 <b>Secondary B1.1 Spoken Production</b>	 <b>Secondary B1.2 Spoken Production</b>
	<ul style="list-style-type: none"> <li>• Can present an argument clearly enough to be understood most of the time.</li> <li>• Can use a fairly large number of words and expressions.</li> <li>• Can provide detailed, practical instructions to explain a process with which they are familiar (e.g., how to look after a pet, how to bake a cake, how to repair a bicycle). Can respond to questions regarding these procedures.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can add to classroom conversations regarding the topic being studied in class.</li> <li>✓ Can offer an opinion about a piece of literature studied in class, including personal reaction to it.</li> <li>✓ Can talk about solutions to math or science problems using everyday language.</li> </ul>

 <b>Secondary B1.1 Reading</b>	 <b>Secondary B1.2 Reading</b>
<ul style="list-style-type: none"> <li>• Can identify and understand the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers, provided there are a limited number of abbreviations.</li> <li>• Can examine a web site and determine its purpose.</li> <li>• Can pick out important information on the labels of food packages and medicines (e.g., expiration date, directions for use, instructions for preparation).</li> <li>• Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire evacuation measures).</li> <li>• Can understand straightforward letters and messages.</li> <li>• Can understand factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).</li> </ul>	<ul style="list-style-type: none"> <li>• Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied.</li> <li>✓ Can read and understand topical articles and reports in which the authors are presenting and defending a particular point of view.</li> <li>✓ Can read textbook explanations and examples with the support of a word list and/or dictionary.</li> <li>✓ Can understand most subject specific words.</li> <li>✓ Can read and follow directions for experiments and procedures.</li> </ul>


 <b>Secondary B1.1 Reading</b>	 <b>Secondary B1.2 Reading</b>
<ul style="list-style-type: none"> <li>✓ Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</li> <li>✓ Can read textbook explanations and examples with aid of word list and/or dictionary support.</li> <li>✓ Can distinguish between factual and fictional text.</li> <li>✓ Can read charts and graphs with some understanding.</li> <li>✓ Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle).</li> <li>✓ Can use key words, diagrams, and illustrations to support reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can understand most words in narrative and expository text, and extract the key ideas from those texts.</li> <li>✓ Can distinguish between different text purposes (to inform, to entertain, to argue a point, etc.).</li> <li>✓ Can read short media reports on familiar sports and events.</li> </ul>


 <b>Secondary B1.1 Writing</b>	 <b>Secondary B1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.</li> <li>• Can describe an event using simple, coherent, and well-written sentences.</li> <li>✓ Can write a report on an important personal experience (e.g., moving to a new home, getting a driver's licence, joining a sports team).</li> <li>✓ Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary.</li> <li>✓ Can spell and show basic punctuation accurately enough to be followed most of the time.</li> <li>✓ Can express what has been learned, how it has been learned, and learning goals for the future.</li> <li>✓ Can summarize simple text dealing with familiar subjects.</li> <li>✓ Can work through examples from a science or mathematics textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Can list the advantages and disadvantages of things which are of personal concern (e.g., rules of conduct at school or at home, purchasing an item, future goals).</li> <li>• Can reply in writing to an advertisement and ask for more information.</li> <li>• Can describe objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.</li> <li>✓ Can express in writing their personal opinions and give detailed accounts of feelings and experiences.</li> <li>✓ Can take notes (or make other types of representations) when listening.</li> <li>✓ Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination.</li> <li>✓ Can write brief descriptions of an experiment or procedure.</li> <li>✓ Can write about reactions to class work and experiments in a learning journal.</li> </ul>


 <b>Secondary B1.1 Writing</b>	 <b>Secondary B1.2 Writing</b>
<ul style="list-style-type: none"> <li>✓ Can use a writing frame to write short, simple descriptions or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can draft a text on topical subjects of interest and highlight what is particularly important.</li> <li>✓ Can write an account of an event in history using the first person narrative.</li> <li>✓ Can write a short description of a number of possible topics (e.g., a region, a product, a character, or an event).</li> <li>✓ Can write a short summary of a piece of literature, expository text, or audio visual production.</li> <li>✓ Can write short descriptive, narrative, or expository text.</li> </ul>


## SECONDARY (GRADES 10-12) CFR CAN DO SELF-ASSESSMENT SCALE


### SECONDARY LEARNER AT A1.1

	<b>Secondary A1.1 Can Do Statements for Listening Skills</b>
	I can recognize my name when spoken by another person.
	I can understand basic greetings, farewells, and common expressions of politeness such as 'hello', 'goodbye', and 'sorry'.
	I can identify words for people around me such as teacher, mother, brother, and doctor.
	I can often recognize English words which are similar to words in my known language(s).
	I can understand simple questions about me such as my name, address, and country of origin.
	I can understand when others give me simple information such as their name, age, and where they are from.
	I can understand simple classroom instructions, such as "Stand up, please", "Come here", or "Close the door, please" when said slowly and clearly, possibly with accompanying gestures and pictures.
	I can understand simple information about an object (for example, the size and colour of a ball, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.
	I can understand words, names, and numbers previously learned when I hear them in a short, simple recording delivered at a slow pace.
	I can identify the sounds of most letters in context.
	I can identify the names of common colours when I hear them.


	<b>Secondary A1.1 Can Do Statements for Spoken Interaction Skills</b>
	I can give my name and ask others for their names.
	I can point to an object and ask what it is.
	I can let another person know when I do not understand.
	I can use one or two learned expressions of greeting, farewell, and politeness such as 'hello', 'goodbye', 'please' and 'thank you'.
	I can respond to clear, simple questions about familiar things such as my name, age, and birthplace using a learned language pattern.
	I can ask for something if I may point and use gestures.


	<b>Secondary A1.1 Can Do Statements for Spoken Production Skills</b>
	I can say how I am feeling.
	I can name some common objects around me such as a desk, a door, and my favourite foods.
	I can state basic information such as my name, age, address, and the country I am from.
	I can use some basic language structures learned in class, such as “My name is...”, “I come from ...”, “I live at...”

	<b>Secondary A1.1 Can Do Statements for Reading Skills</b>
	I can understand short and simple instructions if I have seen them before in the same (or very similar) form.
	I can recognize some words and straightforward sentences in simple texts if I have seen them before.
	I can recognize the main information (e.g., date, price, time) on posters, brochures, signs, and invitations.
	I can recognize some expressions and basic sentences in simple texts, if allowed to use a dictionary.


	<b>Secondary A1.1 Can Do Statements for Writing Skills</b>
	I can copy or write my own name.
	I can print/write simple words and sentences with assistance.
	I can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house).
	I can write straightforward information about myself in short sentences or supply that information on a questionnaire.


## SECONDARY LEARNER AT A1.2


 <b>Secondary A1.2 Can Do Statements for Listening Skills</b>
I can understand what is being said if people speak slowly and carefully.
I can understand numbers, prices, times, and other pieces of short information, if spoken slowly and clearly.
I can understand and follow basic instructions from friends for playing games in the playground (e.g., For playing a basketball game in the gym).
I can identify basic phrases that show position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near bus stop, third door on the left, after the next person).
I can understand some words and expressions when others are talking about me, my family, or my classroom, if their speech is clear and slow.
I can understand what is being said about the colour, size, and ownership of familiar objects such as computers, cell phones, houses, if the information is spoken clearly and slowly.
✓ I can understand the most important information in a simple talk if I already know some things about the subject, and the talk is accompanied by pictures or drawings.
✓ I can understand simple calculations using 'plus', 'minus', and 'times'.
✓ I can recognize numbers and shapes, when spoken aloud, as well as some math terms.
✓ I can understand most of a short story when it is read slowly and clearly, and has pictures or drawings with it.
✓ I can recognize isolated vocabulary and terms from specific subject areas.
✓ I can recognize the names of some sports and the equipment used in those sports.
✓ I can listen to instructions for games and follow teacher or students when they show me how to do something.


 <b>Secondary A1.2 Can Do Statements for Spoken Interaction Skills</b>
I can exchange a few words with others in basic situations if they are willing to repeat, speak slowly, or maybe say something a different way.
I can answer simple questions using individual words, expressions, or short sentences.
I can ask where a familiar object is as well as answer this type of question, if asked.
I can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). I can offer these items to others as well.
I can express how I am feeling and also inquire how others feel.
I can meet and say goodbye to people using correct expressions.

<b>Secondary A1.2 Can Do Statements for Spoken Interaction Skills</b>	
	I can communicate the size and name the colour of objects familiar to me. I can also ask others about these qualities.
	I can introduce myself and others.
	I can indicate time (e.g., date, time of day, season). I can also ask others about those matters.
	I can ask others their names, where they live, and about the things they have.
✓	I can ask for help with vocabulary and the explanation of a task.
✓	I can use learned phrases, questions, and responses.
✓	I can indicate a lack of understanding.

	<b>Secondary A1.2 Can Do Statements for Spoken Production Skills</b>
	I can introduce myself stating my name, where I am from, and what school I go to.
	I can provide basic information about things familiar to me such as my favourite subjects, what my home looks like, and the names and ages of my brothers and sisters.
	I can name the main parts of the body.
	I can point out things I like and dislike.
	I can briefly talk about weekend plans or holiday celebrations.
✓	I can name some subject-specific vocabulary terms.


	<b>Secondary A1.2 Can Do Statements for Reading Skills</b>
	I can understand words and expressions on signs when everyday language is used and signs are possibly accompanied by symbols.
	I can understand a form asking for personal information such as my name, age, and address.
	I can understand words and parts of words I have seen before.
	I can recognize short text messages and greetings (e.g., “back in an hour”, “happy birthday”).
✓	I can pick out the main information from simple, short texts if I read sentence by sentence.
✓	I can identify key words in textbooks such as the names of people or places.
✓	I can use illustrations to understand the topic of textbooks and other print material.
✓	I can recognize previously encountered parts of words, prefixes, and suffixes.
✓	I can identify vocabulary related to the topic.
✓	I can connect labels on diagrams with appropriate pieces of science equipment.


	<b>Secondary A1.2 Can Do Statements for Reading Skills</b>
	✓ I can follow familiar mathematical examples in a textbook.
	✓ I can access main ideas of printed material when there are illustrations.
	✓ I can read familiar names of sports, games, and players.


	<b>Secondary A1.2 Can Do Statements for Writing Skills</b>
	I can write very simple informal messages (e.g., a text message or a note to tell someone when and where to meet).
	I can print/write short messages such as post cards and birthday greetings.
	I can print/write simple information about myself such as my name, age, address, and my favourite things.
	I can print/write simple descriptions of everyday objects like a brief description of my home.
	I can fill in a questionnaire with personal details.
	✓ I can copy or print/write words that are being learned in class.
	✓ I can fill in the blanks using a list of familiar words.
	✓ I can label charts, equipment, and diagrams.
	✓ I can work through examples in a math or science textbook.
	✓ I can copy facts from short, simple texts.





## SECONDARY LEARNER AT A2.1


 <b>Secondary A2.1 Can Do Statements for Listening Skills</b>
I can understand the main points in most simple, clear, and short audio announcements and messages.
I can understand short, clear, and simple instructions and explanations when spoken slowly (for example, how to get from X to Y).
I can understand other people when they indicate they are happy or sad, well or ill, etc.
I can identify important information from audio texts (e.g., concert announcements, sports scores, weather forecasts) if the message is spoken clearly.
I can understand certain words and phrases about a topic of interest to me.
✓ I can understand the most important points in a basic talk or presentation which has drawings and/or diagrams, if I knew something about the topic before.
✓ I can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.
✓ I can understand the main points in a short, simple story or a report if I knew something about the topic before and it is told clearly and slowly.

 <b>Secondary A2.1 Can Do Statements for Spoken Interaction Skills</b>
I can express common greetings such as “happy birthday” or “happy new year”.
I can express common feelings such as “I am cold”, “I am hungry”, “I am thirsty”.
I can participate in a short telephone conversation if I have prepared for it.
I can ask straightforward questions in familiar situations such as asking where something is or asking the time. I can also understand the response.
I can ask other people what they like to eat or drink.
I can make and accept apologies.
I can exchange information about everyday events using simple vocabulary (e.g., favourite sports, names of pets, weekend activities, hobbies and other interests, shopping).
I can ask other people simple questions about the places where they have lived or their interests.
✓ I can ask for help in understanding textbook problems.
✓ I can ask for help in understanding unknown words and terms.
✓ I can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).


	<b>Secondary A2.1 Can Do Statements for Spoken Production Skills</b>
	I can indicate my strengths and weaknesses.
	I can describe my home, how to get there, and possibly the length of time it takes to get there.
	I can describe basics of my daily life such as my favourite foods and activities.
	I can talk briefly about familiar topics such as weekend or holiday plans.
	✓ I can talk about something familiar to me in a short presentation, prepared in advance but not read.


	<b>Secondary A2.1 Can Do Statements for Reading Skills</b>
	✓ I can follow a set of clear instructions (e.g., for a simple craft project), especially if there are pictures or diagrams to show me the important steps.
	✓ I can understand much of what is written in short, simple texts on subjects I know something about and am interested in.
	✓ I can locate important information in simple text (e.g., dates and times on posters, 'keep to the right' or 'no parking' signs, people's ages and addresses printed in the newspaper).
	✓ I can understand the main idea of short articles and ads in magazines (print and/or electronic) written for people my age, provided the subjects are familiar.
	✓ I can read and understand material written in simple language which uses common words and/or words I recognize from languages I know.
	✓ I can understand most of what occurs in a short story and can identify the story's main characters.
	✓ I can understand the main ideas of short articles and ads written for people my age as long as the topic is familiar to me.
	✓ I can recognize some key terms from subject areas (e.g., labels on science equipment)
	✓ I can follow a set of clear instructions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to show me the most important steps or if the steps have been previously shown to me.


	<b>Secondary A2.1 Can Do Statements for Writing Skills</b>
	I can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.
	I can print/write, either by hand or electronically, an informal invitation to people my age, reply to such an invitation, or confirm/cancel/change an invitation.
	I can write short sentences expressing my wants and favourite things.
	I can print/write, with the help of drawings, a description of where I live and how to get there.


	<b>Secondary A2.1 Can Do Statements for Writing Skills</b>
	I can print/write about things such as my surroundings, my daily activities, and the people around me.
	I can prepare simple reminders or notes for personal use such as a diary, journal, or homework book.
	✓ I can write an introduction or conclusion to a story if I have some help.
	✓ I can copy dates and facts from short, simple text.
	✓ I can label charts, diagrams, and maps.

## SECONDARY LEARNER AT A2.2


 <b>Secondary A2.2 Can Do Statements for Listening Skills</b>
I can get a general understanding of what people are talking about when I overhear their conversation. I can usually identify when there is a change in the topic of conversation.
I can understand straightforward audio messages such as an announcement of a bus delay or an intercom announcement, if these messages are spoken slowly and clearly.
I can understand a commercial that I hear if the person speaks clearly and the message concerns a product or service of interest to me.
I can generally understand the dialogue of a movie, television program, or cartoon when the pictures are there to help me understand.
I can generally identify changes in the topic of discussion if people speak slowly.
✓ I can listen to other students' contributions in class, and use these responses as models for my own responses.
✓ I can understand simple math processes when explained.
✓ I can understand a presentation on a topic when I am familiar with the topic and the report is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person my age on a topic of interest).
✓ I can understand simple technical explanations if they are given slowly and there is the opportunity for me to ask questions (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline).
✓ I can get the main idea of a short text when it is read clearly and slowly.
✓ I can get the main idea of an audiovisual presentation.
✓ I can follow verbal instructions on how to play a game as long as the speech is clear and slow.

 <b>Secondary A2.2 Can Do Statements for Spoken Interaction Conversation Skills</b>
I can ask for a word to be spelled out and I can spell out common names and words when asked.
I can ask the right questions during a conversation to make sure I am understood.
I can ask someone to say something more clearly or to repeat themselves.
I can take part in simple social interactions asking people what they like to do at school and what they do in their spare time. I can reply to these sorts of questions when asked.
I can ask for information, e.g., how to get somewhere and offer simple explanations to others.
✓ I can ask other students to confirm my solutions to problems.
✓ I can ask for assistance for various things (e.g., ask for help understanding a textbook problem, explaining vocabulary).


	<b>Secondary A2.2 Can Do Statements for Spoken Production Skills</b>
	I can briefly describe a daily event at home or school.
	I can briefly describe my opinion of an event, such as “That was a great field trip” or “I did not enjoy the concert”. I can provide some reasons for my opinion.
	I can give a brief description of a common object, such as a pet.
	I can talk briefly about something I have experienced.
	I can talk a little about my culture’s holidays and special events.
	✓ I can give a summary of events in a short story.
	✓ I can describe simple math procedures (e.g., “You then add the two numbers together and divide by four”, “Fill the beaker with water”).
	✓ I can say most numbers including the date without hesitating.
	✓ I can talk about familiar places, historical figures, and events using simple vocabulary and language structures.


	<b>Secondary A2.2 Can Do Statements for Reading Skills</b>
	✓ I can pick out and understand the most important information in everyday reading material (e.g., the weather forecast, advertising material, local brochures, school newsletters).
	✓ I can follow printed instructions for using everyday equipment such as cash machines, ticket dispensers, and vending machines.
	✓ I can understand short instructions which have step-by-step pictures (e.g., cooking instructions on food packages, instructions for mobile phone use).
	✓ I can use everyday reference material such as a catalogue or the yellow pages.
	✓ I can use the alphabet to find particular items in lists (e.g., the telephone book).
	✓ I can understand the main points in a straightforward personal communication, such as a letter or an email message, if the topic is familiar.
	✓ I can understand printed text when it uses sentence patterns I have seen before.
	✓ I can understand the main points in short articles and reports, if they deal with familiar subjects.
	✓ I can find important information, especially relating to facts, from textbooks and other material written for people my age.
	✓ I can understand information set out in mathematical language.
	✓ I can read, using a bilingual dictionary, short narratives which have some pictures.
	✓ I can read diagrams, with accompanying text, and use the information to answer questions if


<b>Secondary A2.2 Can Do Statements for Reading Skills</b>	
	I am given a prompt.
✓	I can read short text segments to find main ideas and a few details.
✓	I can identify relevant sections of a textbook or other information source.


	<b>Secondary A2.2 Can Do Statements for Writing Skills</b>
	I can write brief descriptions of common objects, events, or familiar places.
	I can describe an aspect of daily life, an event, or a personal experience very briefly in simple language. I can include concrete details such as what, where, and when.
	I can exchange useful information with friends in emails or short notes.
	I can write a simple letter or thank-you note.
✓	I can write a very simple story, such as the best holiday ever or my life in the future.
✓	I can use simple grammatical structures correctly.
✓	I can write straightforward text on topics with which I am familiar. I can use linking words such as 'and', 'but', 'because', 'then', 'after', 'later'.
✓	I can give my personal reaction to a piece of writing.
✓	I can write about class work or lab work in my learning journal.
✓	I can make a timeline for a topic.
✓	I can write a summary sentence of a text's main ideas.
✓	I can write in my diary or journal about what I have learned.
✓	I can fill in the blanks with missing information like facts, names, and terms.
✓	I can write down the key words during an oral presentation.


## SECONDARY LEARNER AT B1.1

 <b>Secondary B1.1 Can Do Statements for Listening Skills</b>
I can understand when people speak at a normal speed on topics I know something about. Sometimes I need them to repeat particular words.
I can understand short, clear announcements such as weather or traffic reports.
I can follow the main idea of recordings if the topic is familiar to me and if it can be replayed if necessary.
I can understand the main points of even a long conversation if it is about something familiar to me and the speakers use basic English and do not speak too quickly.
I can understand many television, radio, and web-based messages when they are of interest to me and the visuals support the meaning.
✓ I can understand some informal or slang expressions related to the classroom, and to sports and games.
✓ I can understand teacher explanations of experiments, processes, etc. when given slowly with diagrams and I have the chance to ask questions.
✓ I can follow small group discussions between two English speakers if they take their time and I am familiar with the topic they are discussing.


 <b>Secondary B1.1 Can Do Statements for Spoken Interaction Skills</b>
I can have simple telephone conversations with people I know.
I can explain to my teacher where I am having problems.
I can have a fairly long conversation with someone in my classroom when the topic is familiar to me, although there may be some difficulties in being understood once in awhile.
I can express an opinion on a familiar topic and ask other people for their opinions as well.
I can interview others if I prepare the questions ahead of time. Sometimes I ask a question that I just thought about.
I can repeat what has been said and pass this information on to another person.
✓ I can offer comments and add to a small group discussion.
✓ I can ask questions about math and science procedures.
✓ I can ask questions to learn more.

	<b>Secondary B1.1 Can Do Statements for Spoken Production Skills</b>
	I can briefly explain my point of view, ideas, and my plans.
	I can describe my goals and intentions.
	I can indicate I am willing to participate in activities.
	✓ I can describe what is occurring in a film or book, and indicate my personal opinion.
	✓ I can retell a simple story I have read or heard in class.
	✓ I can offer an opinion about a story, play, or poem I have read or heard in class.
	✓ I can state my willingness to join in sports and games and discuss things like a team's performance.


	<b>Secondary B1.1 Can Do Statements for Reading Skills</b>
	I can identify and understand the important information in print materials such as school handouts or newsletters if there are not too many abbreviations and colloquialisms.
	I can understand the purpose of a web site.
	I can understand straightforward letters and messages.
	I can pick out important information on the labels of food packages and medicines (e.g., the 'best before' date, directions for use, instructions for preparation).
	I can understand most short instructions with some drawings or pictures (e.g., safety regulations on the playground or in the gym).
	✓ I can understand printed material of different lengths as long as the words used are familiar and/or are about things in which I am interested.
	✓ I can use key words, diagrams, and illustrations to help me understand what I am reading.
	✓ I can read charts and graphs with some understanding.
	✓ I can read textbook explanations and examples with a word list and/or a dictionary.
	✓ I can tell the difference between factual and fictional writing.
	✓ I can understand many words related to a specific subject/topic when I run across them (e.g., cell, multicultural, life cycle).


	<b>Secondary B1.1 Can Do Statements for Writing Skills</b>
	I can describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.
	I can print/write simple, short descriptions about my personal experiences without needing help. I can describe an event using simple, correctly structured sentences.




	<b>Secondary B1.1 Can Do Statements for Writing Skills</b>
	✓ I can write a report on an important personal experience such as moving to a new home, getting a pet, or joining a school club.
	✓ I can write simple, short descriptions of personal experiences without using an aid, such as the dictionary.
	✓ I can spell and use basic punctuation well enough to be understood most of the time.
	✓ I can express what I have learned, how I have learned it, and my learning goals for the future.
	✓ I can summarize simple writing which deals with a familiar topic.
	✓ I can use a writing frame to write short, simple descriptions or explanations.
	✓ I can work through examples from my science and math textbooks.


## SECONDARY LEARNER AT B1.2


 <b>Secondary B1.2 Can Do Statements for Listening Skills</b>
I can understand the main point and the important details of sound recordings if the topic is of interest to me.
I can understand the main points in a fairly long conversation I have overheard.
✓ I can understand clear and organized classroom talks and presentations as long as I know something about the topic.
✓ I can understand teacher explanations of how to do things (e.g., a science experiment) especially when there are pictures to help me.
✓ I can follow classroom talk between two or more English speakers. Only once in a while do I need to ask for help understanding.
✓ I can understand a short film on a familiar topic.
✓ I can understand the main points of stories and other writing when they are read aloud.

 <b>Secondary B1.2 Can Do Statements for Spoken Interaction Skills</b>
I can let another person know when something is causing a problem and explain why it is a problem.
I can ask spontaneous questions.
I can start a conversation and help to keep it going.
I can take part in long conversations with friends on subjects of common interest, if others make an effort as well.
I can repeat what has been said in a conversation to another person.
✓ I can take an active part in group work, giving my opinion and making suggestions.
✓ I can ask questions about how to do procedures in subjects such as math and science.
✓ I can ask about language forms, vocabulary choices, and organizational structures.
✓ I can ask questions about text to learn more.

 <b>Secondary B1.2 Can Do Statements for Spoken Production Skills</b>
I can clearly explain how something is done or used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).
I can make announcements using simple words and phrasing (e.g., tell others what is on the cafeteria's lunch menu).
I can clearly express my feelings and explain the reasons for them.

<b>Secondary B1.2 Can Do Statements for Spoken Production Skills</b>	
	I can express an opinion on different topics associated with everyday life and issues, such as giving a short talk on the importance of staying in school.
	I can speak fairly smoothly though I may pause to correct myself. I am usually understood by others.
	I can use a fairly large number of different words and expressions.
	I can present an argument clearly enough to be understood most of the time.
	I can provide clear instructions to explain a process with which I am familiar such as how to look after a pet, how to bake a cake or how to repair a bicycle. I can answer questions when asked about these instructions.
	I can talk in some detail about similarities and differences between where I live now and my previous home.
	✓ I can talk about solutions to math and science problems using everyday language.
	✓ I can add my thoughts and opinions to the topics being studied in class.
	✓ I can offer an opinion about a piece of writing being studied in class.

	<b>Secondary B1.2 Can Do Statements for Reading Skills</b>
	I can look at basic printed material such as newspapers, magazines, brochures and information on the Internet and identify the topic. I can also determine if the information contained might be of interest or use to me.
	✓ I can read and understand basic, factual text on subjects related to my interests and/or what we are studying in class.
	✓ I can read and understand current articles and reports in which the authors are presenting and defending a particular point of view.
	✓ I can read and follow directions for experiments and other classroom projects.
	✓ I can understand subject-specific words.
	✓ I can understand most words in stories and reports.
	✓ I can tell whether a piece of writing has been written to inform, to entertain, to prove a point, etc.

	<b>Secondary B1.2 Can Do Statements for Writing Skills</b>
	I can list the advantages and disadvantages of things related to me, such as the rules and regulations in my school.
	I can reply in writing to an advertisement and ask for more information.
	I can describe an object of interest to me such as a digital game, a fashion fad, or a particular sport and explain why I like it.
	✓ I can present, in simple sentences, an opinion on subjects, if I know the words used with the topic.
	✓ I can draft a text on topical subjects of interest and highlight what is particularly important.
	✓ I can take notes when listening to a presentation.
	✓ I can write a letter expressing my opinion and giving details of my feelings and experiences.
	✓ I can write about a personal experience.
	✓ I can write about an experiment, a process, or a concept being studied.
	✓ I can write an account of an event in history using first person narrative.
	✓ I can write a short summary of a piece of literature, expository text, or audiovisual production.
	✓ I can write short descriptive, narrative, or expository text.