

Global Self-Assessment Grid

		SURVIVING			EXPLORING			ENGAGING		ESTABLISHED	
		Low	Mid	High	Low	Mid	High	Low	High	Low	High
INTERPERSONAL	Person-to-Person Communication	I can exchange greetings/farewells, identify myself, name a few objects.	I can participate in a simple conversation on very familiar topics using memorized words and phrases; I can respond to simple questions.	I can participate in a conversation asking and responding to questions about biographical information, likes and dislikes, needs; I can share simple descriptions; I can recombine words and phrases into new sentences.	I can ask and answer questions in order to carry on a conversation about daily activities, friends and family, preferences; I can create sentences in order to express my thoughts on familiar topics.	I can carry on a longer conversation about friends and family, home, daily life, interests, personal opinions and preferences; I can ask and respond to questions giving some explanations; I can accomplish tourist tasks when traveling in countries that use the language I am learning.	I can initiate and maintain an extended conversation with ease and confidence about work, school, recreation, personal interests and areas of competence; I can discuss events that happened or will happen.	I can sustain a conversation on a wide variety of topics, asking and responding to a variety of questions, making recommendations; I can describe in detail and narrate in all major time frames; I can appropriately handle a complication or unexpected event.	I can sustain a conversation with ease, confidence, and competence; I can consistently explain in detail, and narrate and describe fully and accurately in all time frames; I can provide a structured argument to support my opinions.	I can express myself fluently and spontaneously with only occasional hesitations, using language flexibly and effectively for both social and professional purposes.	I can initiate and take part effortlessly in any conversation or discussion, expressing myself fluently, and precisely conveying finer shades of meaning for social and professional purposes.
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INTERPRETIVE	Listening	I can understand greetings and a few words accompanied by gestures and strong visual support.	I can understand words and phrases on very familiar topics accompanied by gestures and strong visual support.	I can understand statements and questions on familiar topics when they are accompanied by some visual support.	I can understand conversations on familiar topics and the main point in short, clear messages and announcements when there is some visual support.	I can understand the main idea and some supporting ideas of conversations, presentations, and stories on familiar topics; visual support will enhance understanding.	I can understand the main idea and many supporting details of longer conversations, presentations, stories, on familiar topics and some topics that are not familiar to me; I can understand the main idea and some supporting ideas of media programs, and feature films.	I can understand extended speaking and follow discussions that are based on a variety of topics that are familiar and unfamiliar to me; I can understand a variety of media programs and the story line of feature films.	I can understand extended speaking and follow detailed discussions on familiar and unfamiliar topics; I can understand with ease and confidence most media programs and feature films.	I can understand extended speaking on social and professional topics, even when there are many slang or local expressions, or a local dialect; I can easily understand all media programs and feature films.	I can understand most spoken language—whether live or broadcast—on any topic, even when delivered at a fast native speed; I can deduce meaning from the context.
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INTERPRETIVE	Reading	I can understand the written form of a few simple words that I have learned if there is visual support.	I can understand the written form of some simple words and phrases that I have learned if there is visual support.	I can understand some short sentences and messages that recombine words and phrases I have learned. I can understand the main idea of selected authentic texts such as signs, advertisements, menus, maps.	I can understand the main ideas of some short, simple, authentic texts such as advertisements, menus, maps, schedules, signs, invitations, poems, stories.	I can understand the main idea and many supporting details of selected authentic texts on familiar topics.	I can understand the main idea and most supporting details of authentic texts on familiar topics. I can understand the main idea and some details of authentic texts that contain unfamiliar vocabulary.	I can understand the main idea and several supporting details of authentic texts on topics of interest to me.	I can understand with ease and confidence the main idea and supporting details of a variety of authentic texts; I can recognize the writer's viewpoint and style.	I can understand long and complex texts as well as recognize a variety of styles; I can understand specialized articles and technical instructions.	I can understand with ease and confidence almost all forms of written language, including abstract and complex texts. I can distinguish subtlety, humor, and tone.
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PRESENTATIONAL	Speaking	I can use short, memorized phrases to introduce myself.	I can use simple memorized phrases to provide information about myself; I can present short, simple memorized poems and skits.	I can use simple phrases and sentences to make a short presentation on a very familiar topic; I can dramatize a skit or short authentic poem or song.	I can use a series of sentences to make a presentation on a familiar topic; I can dramatize authentic poems, songs, short plays.	I can give a presentation on a topic of personal interest or experience; I can tell a story that includes some details and descriptions; I can dramatize authentic poems and plays.	I can give a well-organized presentation on a topic of interest to me, responding to audience questions and giving my opinion; I can tell a detailed story; I can dramatize authentic poems, plays, stories.	I can give a clear and detailed presentation on a variety of topics, responding to audience questions and defending my opinion and viewpoints; I can dramatize a variety of authentic texts.	I can give a clear and detailed presentation on an issue of current importance; I can provide additional information and clarify statements based on audience questions and comments.	I can deliver a clear and well-organized presentation on a topic of personal, academic, or professional interest; I can make adjustments in my presentation to address the needs and questions of my audience.	I can deliver a clear and flowing presentation on a topic of personal, academic, or professional interest, in a style appropriate to the context and audience; using an effective and logical structure, precisely conveying finer shades of meaning.
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PRESENTATIONAL	Writing	I can copy some words that I have learned.	I can copy familiar words, and write some frequently practiced words from memory.	I can recombine words and phrases I have learned to write short descriptions, simple stories, and messages.	I can write descriptions, stories, messages, journal entries on familiar topics.	I can write about my daily life, interests, and experiences in a series of sentences; I can write a description or story, using a limited number of sequencing and transition words to form paragraphs.	I can write short compositions on topics of interest to me; I can use sequencing and transition words to connect sentences into paragraphs; I can write about an event in different time frames.	I can meet my personal and academic writing needs; I can narrate and describe in basic time frames; I can combine and link sentences into cohesive paragraphs.	I can write clear and detailed descriptions and narrations of paragraph length about personal experiences and topics of current importance.	I can write on topics of personal, academic, or professional interest with significant precision and detail; I can describe and narrate in all major time frames with good control.	I can write on a topic of personal, academic, or professional interest in a style appropriate to the context and audience, using sophisticated sentence structures with precision.
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This Global Self-Assessment Grid is based on the Concordia Language Visa, a LinguaFolio NCSSFL Project.

Concordia Language Villages uses this self-assessment tool to help villagers identify what they are able to understand and communicate in a world language, and to set personal goals for future language learning.

Use a dry-erase marker to track developing language proficiency.

Go online to find out how to use the Global Self-Assessment Grid: