



Standardized Learning Outcomes, CEFR-aligned

| | A1 | A2 | B1 |
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| SPOKEN RECEPTION | Can understand concrete details on familiar topics regularly encountered in everyday life, provided they are delivered in slow and clear speech. | Can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly; in real life situations, might have to ask for repetition or reformulation. | Can generally follow the main points of extended discussion, provided speech is clear and in everyday language, with opportunity for clarification. |
| | Can recognize words and short sentences when listening to others interact, the media, or songs, provided delivery is slow and clear, especially when supported by visual input or general knowledge. | Can understand the gist of straightforward announcements, descriptions, explanations, conversations between others, or news items, especially when supported by visual input or general knowledge. | Can follow a class or talk within one's own field, adapted to foreign students, provided the subject matter is familiar and clearly organized (i.e. a content course taught by a language teacher, a guided tour for visitors); can understand the gist of simple stories, news items, or songs, especially if can be re-played. |
| | Can understand questions and follow simple directions and instructions. | Can understand enough in real-time to manage a simple routine exchange in predictable contexts. | Can understand enough to manage routine exchange without much effort in familiar contexts. |
| | Can understand basic grammar terms, like "feminine", "masculine", "verb", "noun", "preposition", etc., used in class for introducing new structures and for receiving feedback. | Can understand grammar terms like "subject" and "object", names of verb tenses, or other terms central to the target language, like cases (referred to by name or number) or mood (i.e. "indicative", "subjunctive"). | Can discuss grammatical issues in class with relative ease, in the target language, using appropriate formal terminology. |



| | A1 | A2 | B1 |
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| WRITTEN RECEPTION | Can understand short, simplified texts, one phrase at a time, picking up familiar names, words and basic structures, rereading as required. | Can understand short, simple texts containing common words, on a variety of familiar themes. | Can comprehend straightforward texts on subjects related to own fields of interest, without understanding every word; can recognize the general line of argumentation in a text, not necessarily in detail; can follow a book or film review intended for a general audience; can understand simple poems and song lyrics in straightforward language and style. |
| | Can understand specific information sent via social media or email, e.g. proposing what to do, when and where to meet. | Can understand short, simple, personal correspondence. | Can locate, select and search several sources to locate and integrate specific information needed to complete a task. |
| | Can follow short, simple written instructions, including the relevant grammatical terms, in target language. | Can understand guidelines for assignments, follow detailed instructions, and understand brief grammatical explanations, in target language. | Can understand detailed guidelines for assignments and navigate sources of information in target language to conduct simple research (e.g. a news archive, library catalogue, Wikipedia in target language). |
| | Can locate and isolate concrete details on familiar topics from print, e.g. from signs, announcements, posters, websites or a dictionary/glossary. | Can extract useful information from written material in print or online, including the media, for specific purposes, e.g. description of an event, course catalogue, guidelines for application to academic program. | Can rely on written material in target language on topics of own interest/expertise for simplified discussion in target language or towards academic tasks in mother tongue. |



| | A1 | A2 | B1 |
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| SPOKEN PRODUCTION & INTERACTION | Can introduce self and provide basic descriptions of where lives, family, basic characteristics, likes and abilities. | Can tell about self at some length, including areas of interest, chronological descriptions, likes/dislikes and explaining why prefers x to y via simple, direct comparisons; context may be abstract and include future plans. | Can enter unprepared into conversations on familiar topics; can relate a straightforward narrative or description coherently, without much effort (e.g. the plot of a book or film) and share own evaluation; can relay details of personal experiences and thoughts, including dreams, hopes and ambitions. |
| | Can pronounce a limited repertoire of words and expressions well enough to be understood, despite distinct foreign accent, with awareness to stress and intonation. | Can use the prosodic features of everyday language intelligibly, in spite of a strong influence on stress, intonation or rhythm from other language(s); pronunciation is generally intelligible, provided the interlocutor makes an effort to decipher despite inaccuracies. | Can convey his/her message in an intelligible way in spite of influence on stress, intonation and/or rhythm from other language(s); is generally intelligible throughout, despite mispronunciation of individual sounds and words s/he is less familiar with. |
| | Can interact in a simple way, asking and answering familiar questions, with the option to repeat and repair, supported by body language. | Can chat in simple language with peers, colleagues or hosts, asking questions and providing coherent information relating to most routine matters. | Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to clarify exactly what s/he would like to say. |
| | Can ask simple clarification questions and provide very simple responses in class, based largely on fixed expressions, e.g. "how do you say 'x' in...", "what is the meaning of 'x'?", "how do you spell the word 'x'?", etc. | Can give a short, well-prepared, basic presentation on a familiar subject, including of academic interest; can express and justify opinion and answer straightforward follow-up questions, provided s/he can ask for repetition and the audience is patient. | Can present with some confidence on matters related to his/her interests and expertise; can explain detailed arguments and take follow-up questions, but may have to ask for repetition if the speech was rapid or take a moment to formulate response. |



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| <p>SPOKEN PRODUCTION & INTERACTION (continued)</p> | <p>Can ask simple questions about grammar, e.g. "is it feminine or masculine?", "is it a verb or a noun?", etc. and generalize about basic structures, in interaction with other students and the instructor.</p> | <p>Can participate in a simple meta-linguistic discussion conducted in the target language, supported by the instructor, aimed at drawing out generalizations or explaining a grammatical point.</p> | <p>Can follow presentations in real-time well enough to ask relevant questions, debate, and provide useful feedback to presenter on points of language usage, employing relevant terminology.</p> |
| <p>WRITTEN PRODUCTION & INTERACTION</p> | <p>A1</p> | <p>A2</p> | <p>B1</p> |
| | <p>Can write simple phrases and sentences about selves and others, e.g. where they live, what they do, what they like, daily routine, linked using elementary connectors (and, or, but, then).</p> | <p>Can write simple informative texts on subjects of interest and express opinion simply, using common connectors (because, therefore, although, moreover), integrating past, present and future events.</p> | <p>Can convey information and ideas on concrete and abstract topics, with reasonable precision; can write a text on a subject of personal interest, present and justify his/her opinion; can summarize, report and evaluate accumulated information on familiar matters within his/her field with some confidence.</p> |
| | <p>Can answer a series of simplified questions and provide personal details on a very simple form or to complete an online purchase or application.</p> | <p>Can provide personal details and tell about self for the purpose of introduction or application, including relaying thoughts, feelings and aspirations, via simplified language.</p> | <p>Can answer a series of short essay questions or write a simple personal essay or letter of intent to apply for a program of study or scholarship intended for language learners.</p> |



| | A1 | A2 | B1 |
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| WRITTEN PRODUCTION & INTERACTION (continued) | Can write simple text or email messages to convey concrete details or ask a question. | Can correspond via messaging or email on familiar topics, with some need for clarification. | Can write personal letters/emails giving news and expressing thoughts about abstract or cultural topics, such as current events, social interactions, holidays or ceremonies. |
| | Can interact in real-time via social media or a class forum, provided others are patient while formulates response; spontaneous responses may include significant linguistic inaccuracies. | Can interact in real-time via social media or class forum on familiar topics; spontaneous responses may include some linguistic inaccuracies. | Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. |
| | Can formulate grammatically accurate phrases, corresponding to a limited range of simple structures used repeatedly in class, using appropriate basic punctuation. | Can generally write accurately and appropriately enough to be understood by a reader outside of class context. | Can generally write accurately and appropriately enough in familiar contexts to create a good impression on the reader, relative to overall level of language. |



| | A1 | A2 | B1 |
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| PRAGMATIC & CULTURAL AWARENESS | Can establish basic social contact using the most basic forms of greetings, introductions, farewells and polite forms like please, thank you and sorry. | Can enter social relations simply but effectively, using simple and common expressions and following basic usage norms. | Can express belief, opinion, agreement and disagreement politely; is aware of the most significant customs, usages, attitudes, values and beliefs that prevail in the concerned community and of significant intra-cultural variation. |
| | Can distinguish between very basic modes of addressing different types of interlocutors. | Can appropriately address different types of interlocutors in predictable contexts. | Can write basic formal letters/emails, for example to a teacher or to a service provider, which are appropriate enough not to offend; is aware of cultural nuance regarding personal space, eye contact, physical contact, etc. |
| | Can recognize simple hints of cultural nuance in oral and written communication. | Can discuss cultural nuance in very simplified terms and compare to own culture. | Can discuss aspects of cultural nuance explicitly in class or in writing. |
| | Can begin to identify cultural points of interest, e.g. themes focused on, significant events or practices, emphasis on particular semantic fields. | Can explain salient features of culture to others, outside of class, using mother tongue. | Can explain salient features of culture to others, outside of class, in some detail. |



| | A1 | A2 | B1 |
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| LEARNING STRATEGIES | Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding context is very simple and on a familiar subject, without relying on a dictionary. | Can derive the probable meaning of unknown words or expressions in context, without relying on a dictionary. | Can extrapolate the meaning of a section of a text, or anticipate where text is headed, by taking into account the text as a whole. |
| | Can, to an extent, employ knowledge of related languages, shared roots/stems, international words to comprehend lexical items and overall meaning of phrases or simple ideas, despite differences in pronunciation or orthography. | Can deduce the probable meaning of unknown words and recognize word families by identifying their constituent parts (e.g. identifying word roots, lexical elements, prefixes and suffixes). | Can approach sources beyond current linguistic level and employ meta-linguistic and prior knowledge in the discipline to comprehend accurately enough for defined purposes. |
| | Can distinguish between central and peripheral information in very simple, brief texts, formulate working hypotheses regarding approximate meaning and adjust in real-time based on further input. | Can distinguish between central and peripheral information in familiar contexts, formulate working hypotheses regarding approximate meaning and adjust in real-time based on further input. | Can efficiently approach sources to effectively determine which are worth investing in, before allocating further resources, to meet realistic time constraints. |
| | Can use an inadequate word or structure from his/her repertoire to compensate for gaps in active vocabulary, supported by gestures to clarify the intention. | Can use a simple word or structure similar to the meaning s/he wants to convey and invites "correction". Can foreignize a mother tongue word and ask for confirmation, where applicable. | Can start again using a different tactic when communication breaks down; can paraphrase effectively in target language to check own comprehension or convey meaning to others. |



| | A1 | A2 | B1 |
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| LEARNING STRATEGIES (continued) | Can accurately copy from board, follow slow dictation, and note vocabulary items picked up from oral input. | Can take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification, including in peer presentation. | Can take notes during a lecture (in target language, but notes may rely on mother tongue), which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well-structured. |
| | Can correct work based on instructor feedback which indicates the <i>type</i> of issue and implement a corresponding checklist to monitor future production. | Can often recognize the nature of linguistic inaccuracies pointed out (yet not corrected) on his/her own and maintain a dynamic checklist for future reference; can use formal terminology to refer to relevant aspects of grammar. | Can employ checklist systematically to detect some mistakes without relying on instructor; can benefit from and provide peer feedback; can generalize from feedback and apply by analogy to new contexts. |
| | Can suggest personalized learning strategies and begin to monitor own progress, supported by instructor. | Can handle uncertainty, actively seek clarification and feedback, initiate personalized learning strategies, deduce salient structural features of the language and monitor own progress, supported by instructor. | Can explicitly reflect on own progress, in speech and in writing, using the target language. |