



SELF-ASSESSMENT OF FOREIGN LANGUAGE SPEAKING PROFICIENCY

General Introduction

These Self-Assessments of foreign language ability are intended to serve as informal guides for people who have not taken a U.S. Government-sponsored test but would like to have a rough estimate of their proficiency in Speaking, Reading, and/or Listening comprehension of the language. The self-assessment questionnaires will produce an estimate of your current foreign language ability but are in no way intended to be a replacement for an official government test using the ILR Skill Level Descriptions.

To estimate your level of proficiency in one of the three skill modalities, start at the lowest level shown in the questionnaire and respond to each statement. For each statement, respond “yes” or “no.” A “yes” response means that you consistently perform the task or function described successfully. If a statement describes your ability only some of the time, or only in some contexts, you should answer “no.” If you can answer “yes” to every statement in the level, your ability is probably at least at that level. Move on to the descriptions at the next level. If you answer “no” to one or more statements at that level, then your ability is probably not at that level.

If you answer “yes” to all the statements at one level, and also have a majority of “yes” answers at the next higher level, then your proficiency may be at a “plus” level. For example, if you answer “yes” to all the statements at Level 1, but have a mixture of responses at Level 2 (with a majority of “yes” answers), your self-assessed ability may be at Level 1+.

The situations, tasks and functions indicated in the different statements are representative but not exhaustive of what an individual must be able to do to perform at the designated level.

Self Assessing Foreign Language Speaking Ability: Speaking Proficiency

In the context of the ILR Skill Level Description, Speaking involves the ability to interact and exchange meaning with a speaker or speakers of the language. Thus, it also involves the ability to comprehend what is said and respond appropriately. At lower and middle levels, it is expected that the speaker may need occasionally to request clarification of something said. Similarly, s/he may occasionally need to restate or paraphrase a message that was not understood.

Speaking may also involve changing the style of speech to adjust to different social situations and different relationships. At middle and upper levels of proficiency, Speaking increasingly involves presentational use of language in addition to interactive use; in some contexts, such presentations may need to be extended, with or without prior preparation

SELF-ASSESSMENT OF SPEAKING PROFICIENCY		Yes	No
S-1	I can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office.		
S-1	I can order a simple meal.		
S-1	I can arrange for a hotel room or taxi ride.		
S-1	I can buy a needed item such as bus or train ticket, groceries, or clothing.		
S-1	I can ask and answer simple questions about date and place of birth, status, occupation, etc.		
S-1	I can make social introductions and use greeting and leave-taking expressions.		
S-2	I can handle conversations about familiar topics in an organized way.		
S-2	I can produce speech with some organization on familiar topics that extend beyond my daily routine.		

S-2	I can describe my present or most recent job or activity in some detail.		
S-2	I can give detailed information about my family, my house, and my community.		
S-2	I can interview an employee, or arrange for special services (taking care of details such as salary, qualifications, hours, specific duties).		
S-2	I can give a brief autobiography including immediate plans and hopes.		
S-2	I feel confident that when I talk with native speakers on topics such as those mentioned above, they understand me most of the time.		
S-2	I can take and give simple messages over the telephone, or leave a message on voice mail.		
S-2	I can describe in detail a person or place that is very familiar to me.		
S-2	I can report the facts of what I have seen recently on television news or read in the newspaper.		
S-2	I can talk about a trip or some other everyday event that happened in the recent past or that will happen soon.		

S-3	I feel that I have a professional command, rather than just a practical one, of the language.		
S-3	There are few grammatical features of the language that I try to avoid.		
S-3	I rarely find myself unable to finish a sentence because of linguistic limitations (grammar or vocabulary).		
S-3	I find it easy to follow and contribute to a conversation among native speakers.		
S-3	I can speak to a group of educated native speakers on a professional subject and be sure I am communicating what I want to, without obviously irritating them linguistically.		
S-3	I can, on a social occasion, defend personal opinions about social and cultural topics.		
S-3	I can cope with difficult situations such as broken-down plumbing, an undeserved traffic ticket, or a serious social or diplomatic blunder made by a colleague or me.		
S-3	I can use the language to speculate at length about abstract topics such as how some change in history or the course of human events would have affected my life or civilization.		
S-3	In professional discussions, my vocabulary is extensive and precise		

	enough to enable me to convey my exact meaning.		
S-3	I am able to adjust my speech to suit my audience, whether I am talking to university professors, close friends, employees, or others.		
S-4	I consistently use the language in a sophisticated and nuanced way to effectively communicate with great precision.		
S-4	I practically never make a grammatical mistake.		
S-4	I can carry out any job assignment as effectively as if in my native language.		
S-4	I can persuade someone effectively to take a course of action in a sensitive situation such as to improve his/her health, reverse a decision or establish a policy.		
S-4	I can prepare and give a lecture at a professional meeting about my area of specialization and debate complex aspects with others.		
S-4	I naturally integrate appropriate cultural and historical references in my speech.		
S-4	I can eloquently represent a point of view other than my own.		
S-4	I can lead the direction of the discussion (friendly, controversial,		

	collaborative).		
S-5	My language proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of a country where the language is natively spoken.		
S-5	I can use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.		
S-5	My pronunciation is typically consistent with that of well-educated, highly articulate native speakers of a standard dialect.		
S-5	My vocabulary is extensive and precise, allowing me to consistently convey complex ideas and details.		