

Self-assessment Checklist for: _____

Novice Low

Person's Name

Use this checklist to record what you think you can do. In the blank rows, you can add to the list. In the columns to the right, indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
Reading		
I can connect some characters or letters to their sounds.		
I can connect some characters or letters to their meanings.		
I can recognize words, phrases, and characters with help from visuals.		
I can follow along on the page when something familiar is read out loud. <ul style="list-style-type: none"> • Identify months in calendars • Identify days of the week in calendars • Identify holidays placed on a calendar 		
I can identify some cognates or characters that help me understand meaning.		

Self-assessment Checklist for: _____

Novice Mid

Person's Name

Use this checklist to record what you think you can do. In the blank rows, you can add to the list. In the columns to the right, indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
Reading		
I can read a simple sentence on a familiar topic. <ul style="list-style-type: none"> • About my family • About food • About _____ 		
I can understand short, simple descriptions, especially if there are pictures or graphs. <ul style="list-style-type: none"> • Descriptions about people • Descriptions about things • Descriptions about places 		
I can understand lists. <ul style="list-style-type: none"> • I can identify tasks on a to-do list (e.g. house cleaning tasks, homework). • I can identify familiar items on a shopping list (e.g. food, beverage, clothing, consumer goods). 		
I can understand familiar names, words, characters, and some very basic phrases in everyday situations. <ul style="list-style-type: none"> • I can identify words related to school. • I can identify words related to homes. • I can identify words related to people. • I can identify words related to culture. 		
I can understand the purpose of simple, everyday materials. <ul style="list-style-type: none"> • I can recognize advertisements, brochures, menu lists, schedules, greeting cards, and business cards. • I can comprehend the message in greeting cards (e.g. birthday, New Year's, thank you). • I can identify destinations and major attractions in travel brochures. • I can locate places on city maps. 		

Self-assessment Checklist for: _____

Novice High

Person's Name

Use this checklist to record what you think you can do. In the blank rows, you can add to the list. In the columns to the right, indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
Reading		
I can get information I need on familiar topics. <ul style="list-style-type: none"> • I can comprehend information from advertisements, brochures, lists, menus, and schedules. • I can comprehend personal notes, emails, and postcards. 		
I can understand everyday notices in public places. <ul style="list-style-type: none"> • I can follow directions and instructions. 		
I can identify the purpose of and information needed on applications and forms. <ul style="list-style-type: none"> • I can comprehend forms (e.g. school registration, international student identification application, hotel registration, driver's license). 		
I can follow short written instructions and directions supported by visuals. <ul style="list-style-type: none"> • I can use an ATM machine. • I can purchase stamps from a machine. • I can make an online purchase. 		
I can understand the main idea and a few details in texts I read. <ul style="list-style-type: none"> • I can read short stories, short plays, and poems and identify the main ideas when supported by visuals. • I can read comics and follow the story line. • I can comprehend short descriptions or reviews in TV or entertainment guides. 		
I can understand basic facts and information from nonfiction texts, especially with help from pictures or graphs. <ul style="list-style-type: none"> • I can read parts of the newspaper related to my interest and identify the main ideas (e.g. sports, entertainment). • I can locate and comprehend Internet sites related to my interest and identify the main content. 		

Self-assessment Checklist for: _____
 Person's Name

Intermediate Low

Use this checklist to record what you think you can do. In the blank rows, you can add to the list. In the columns to the right, indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
Reading		
I can understand messages such as an email or letter in which the writer tells or asks me about topics of interest.		
I can find and use familiar information for practical purposes. <ul style="list-style-type: none"> • I can read a movie review and comprehend the plot in order to decide whether or not to see it. • I can read a restaurant review to guide my choice. • I can read a travel brochure or Internet site to determine a travel destination. 		
I can access information from Internet sources. <ul style="list-style-type: none"> • I can use this information to guide my travel plans. • I can use blogs and wikis to become informed about individuals and current events. 		
I can use information from a variety of sources to guide my plans and needs related to my studies and job. <ul style="list-style-type: none"> • I can comprehend job descriptions, online course syllabi, and job opportunities. • I can comprehend online information to support my research and studies. 		
I can comprehend short literary texts with support. <ul style="list-style-type: none"> • I can identify the main idea and a sequenced plot. 		

Self-assessment Checklist for: _____
 Person's Name

Intermediate Mid

Use this checklist to record what you think you can do. In the blank rows, you can add to the list. In the columns to the right, indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
Reading		
I can understand information in virtual communities on topics of interest. • I can comprehend a variety of texts found online.		
I can understand the main idea and some details from articles about world events (e.g. elections, the Olympics, the environment). • I can comprehend texts related to issues of global importance such as health and nutrition, environment, and scientific discoveries. • I can comprehend human interest sources and texts related to improving quality of life. • I can comprehend _____.		
I can understand short literary selections with support. • I can predict what may happen. • I can make up an ending. • I can sequence and illustrate the content. • I can use a graphic organizer to organize, summarize, and analyze the content. • I can identify the author's perspective. • I can identify the historical and cultural context of the text.		

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Intermediate High

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You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
Reading		
I can demonstrate understanding of online communication on a wide variety of topics. <ul style="list-style-type: none"> • I can identify the author's point of view and support arguments (e.g. blog). • I can compare and contrast cultural perspectives of various national and international media. • I can identify historical, political, and social aspects of an issue. 		
I can find and use needed information from multiple sources for a research task. <ul style="list-style-type: none"> • I can use and include multiple online resources to support a research report. • I can read and recognize a variety of points of view and reconcile the results. 		
I can understand the main idea and many details in literary texts such as poems, stories, plays, and short novels. <ul style="list-style-type: none"> • I can compare and contrast characters and events. • I can comprehend the historical and cultural context of the literary genre. • I can comprehend author voice and author intent. • I can identify symbolism, metaphor, and other literary devices. 		