

## Reliability and Validity of Self-Assessments among Iranian EFL University Students

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### Abstract

Modern teaching practices emphasize learner autonomy and learner-centered approaches to language learning. Such teaching methods require corresponding assessment approaches. Self-assessment is viewed as an assessment mode which matches modern learner-centered teaching methodologies. However, the validity and reliability of self-assessments are not yet conclusively established. This study aimed to provide validity and reliability evidence for self-assessments among Iranian EFL university learners. The Common European Framework of Reference (CEFR) Self-Assessment Grid was translated into Persian and was given to a sample of Iranian undergraduate students of English. A C-Test battery containing four passages was used as a criterion for concurrent validation. Self-assessments of university EFL learners were examined for internal consistency and test-retest reliability. Findings showed that while self-assessments are highly reliable, they lack validity as evidenced by low correlations between components of the self-assessment grid and the C-Test. The implications of the study for the application of self-assessments in foreign language education are discussed.

*Keywords:* learner autonomy; learner-centered teaching; reliability; self-assessment; validity

### 1. Introduction

Recent teaching methodologies focus on student-centered learning environments and evaluation methods that are in tune with these sorts of teaching practices. Self-assessment (SA) as a component of learner autonomy is a metacognitive tool that helps learners appraise and control their learning process (Liu & Brantmeier, 2019) and is consistent with modern student-centered teaching practices. It is an internal assessment that shows the level of learners' abilities and skills from their own perspective (Oscarson, 1989). A number of advantages have been listed for SA: (1) it helps learners decide about their abilities and set goals for themselves (Chen, 2008), (2) it enhances learners' self-awareness of their progress in language learning, increases learners' involvement and responsibility in the classroom (Ross, 2006), (3) it lifts the burden of assessment

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from the teachers' shoulders (Ross, 2006), and (4) is motivating for the learners and promotes self-efficacy (McMillan & Hearn, 2009).

Due to the reasons listed above, SA has been highlighted over the past decade as a metacognitive tool. SA has been promoted by the Common European Framework of Reference for Languages (CEFR), the European Language Portfolio (ELP), and the Bergen "Can-Do" project (see Hasselgreen, 2000) as a method to assess language abilities. In Japan and South Korea, SA has been implemented in the classroom and in textbooks (Butler, 2018).

Self-assessment is considered as a complement to standardized testing rather than as a replacement. Standardized tests can be administered only a few times a year and bring about a lot of anxiety. With SA, learners are evaluated continuously, and this assists to make changes in the learning process if needed. Learners can discuss and share their opinions and beliefs about the skills they can perform and those they are in need of help.

Previous research on the validity of SA has produced mixed results. Liu and Brantmeier (2019) examined the validity of self-assessment among Chinese English learners (ages 12-14). Their study showed that SA correlates moderately with learners' reading and writing test scores in the magnitudes of .30 to .50. Blue (1994) compared the SA scores of a group of university students with their IELTS, TOEFL, and teacher ratings and found that there is a great mismatch between SA scores and other modes of assessment. Blue's findings showed that SA scores have a correlation of .02 with IELTS scores and a non-significant correlation of .25 with their TOEFL scores. These findings show learners' inability to objectively judge their own performance. Other researchers have also found correlation coefficients of .50 to .60 between SA and measures of language ability (see Blanche and Merino for a review of SA validation studies). The purpose of the current study is to examine the reliability and validity of self-assessment among Iranian university students of English as a foreign language.

Recently, Manzano (2022) studied the consistency of scores given by a teacher and those given by the examinees themselves to their prepared speech in their first language, i.e., Filipino, using a detailed rating scale containing 27 rating criteria. Correlational analysis showed a strong correlation between teacher scores and SA scores. Manzano reported an overall correlation of .70 between teachers' ratings and students' SA scores. This study is fundamentally different from the SA studies of foreign language ability. Manzano's study focused on a single skill (i.e., presentation) in the students' native language. Besides, he used a very detailed rating scale which covers 27 different aspects of the presentations. When raters are required to focus on detailed aspects of performance rather than overall performance, reaching an agreement is easier. This is different from conditions where examinees are required to evaluate their overall ability in a foreign language in broad skills of reading, listening, speaking, and writing. Manzano interprets the correlation as interrater reliability evidence for self-assessments, but it is more related to validity.

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## 2. Method

### 2.1. Participants

A total of 92 (66 female) undergraduate university students of English as a foreign language participated in this study. Their age range was 20 to 33 ( $M=22.76$ ;  $SD=3.89$ ). Participants were English language students at Mashhad Islamic Azad University studying Teaching English as a Foreign Language (TEFL), Translation Studies, and English Literature. The C-Test and the self-assessment questionnaires were given to them in regular class times under the supervision of the researcher. The sample size was estimated using power analysis. A correlation coefficient of .30 (between self-assessments and the C-Test) was considered to be the minimum correlation for the self-assessment scores to be valid. Using a two-sided test, a 5% significance level test ( $\alpha=0.05$ ) with a power of 80% ( $\beta=0.2$ ), the required sample size is 85 to identify correlations which significantly different from zero (Hulley et al., 2013).

### 2.2. Instruments

The Common European Framework of Reference-Self-Assessment Grid (CEFR-SAG) was used in this study. The CEFR-SAG is a self-report questionnaire in the form of can-do statements like “I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concert surroundings when people speak slowly and clearly”. The questionnaire contains five criteria of Listening, Reading, Speaking-Interaction, Speaking-Production, and Writing. Learners should appraise their abilities in these five skills on a 6-point scale (scored from 1 to 6) which correspond to the six levels of the CEFR, i.e., A1, A2, B1, B2, C1, and C2. Each level has a description, and respondents have to select the description which best characterizes their level. To avoid misunderstanding on the part of the learners, the CEFR-SAG was translated into Persian (see Appendix). Forward and backward translation was employed to ensure transliteral equality.

A C-Test battery containing four independent passages was used as a criterion for concurrent validation. In each passage, the second half of every second word was deleted and there were 25 gaps in each passage. The first and the last sentences in each passage remained intact. C-Tests have been demonstrated to be valid and reliable measures of foreign language ability in numerous studies over the past decades (Fadaeipour & Zohoorian, 2017; Grotjahn & Drackert, 2020; Rasoli, 2021). The reliability and validity of the C-Test used in the current study were verified by Baghaei (2010).

### 2.3. Procedures

The C-Test battery and the self-assessment grid were given to the participants during regular class hours. The self-assessment grid was re-administrated two weeks later again for the purpose of examining test-retest reliability.

### 2.4 Analysis and Results

Table 1 shows the descriptive statistics for the C-Test and five components of the self-assessment grid. As Table 1 shows, the mean rating for all the subskills is in the range of 3 to 3.50 which means that, on average, learners have rated themselves to be B1 users of the English language. The C-Test contained 100 gaps, and the maximum score was, therefore, 100. The mean

score of the examinees on the C-Test is 54 which is approximately in the middle of the 100-point scale.

The Cronbach's alpha reliability of the self-assessment grid considering each component as a 6-point Likert item in Time 1 and Time 2 was .92 and .90, respectively. This indicates a high level of consistency in the ratings across the five components. The Cronbach's alpha reliability of the C-Test considering each passage as a 25-point polytomous item (Eckes & Baghaei, 2015; Forthmann et al., 2019) was .87.

**Table 1.**

*Descriptive Statistics for the Self-assessment Grid (Time 1) and the C-Test*

	C-Test	List	Read	Spk-Int.	Spk-Prod.	Writ
Mean	54.29	3.36	3.46	3.09	3.37	3.57
SD	22.91	1.438	1.36	1.28	1.43	1.51
Variance	524.98	2.06	1.875	1.63	2.07	2.29
Minimum	7.0	1.0	1.0	1.0	1.0	1.0
Maximum	88.0	6.0	6.0	6.0	6.0	6.0

Note: List=Listening, Read=Reading, Spk-Int.=Speaking Interaction, Spk-Prod.=Speaking Production, Writ=Writing

Table 2 shows the descriptive statistics for the five components of the self-assessment grid in the second round of ratings after a two-week interval. Table 2 shows that students' ratings of their own abilities are very close to those in the first round of ratings.

**Table 2.**

*Descriptive Statistics for the Self-assessment Grid (Time 2)*

	List	Read	Spk-Int.	Spk-Prod.	Writ
Mean	3.33	3.42	3.10	3.33	3.51
Std. Deviation	1.41	1.35	1.20	1.41	1.42
Variance	1.99	1.82	1.46	1.99	2.04
Minimum	1.0	1.0	1.0	1.0	1.0
Maximum	6.0	6.0	6.0	6.0	6.0

Note: List=Listening, Read=Reading, Spk-Int.=Speaking Interaction, Spk-Prod.=Speaking Production, Writ=Writing

Tables 3 and 4 show the Pearson correlation coefficients between the five components of self-assessment grid in Time 1 and Time 2, respectively. The tables show that there are strong correlations between the components. In other words, learners have consistently rated themselves across the five components in the grid. This is congruent with the findings reported in the literature on the relationship between language skills when standardized tests are used to measure learners' abilities (see Oller, 1983).

**Table 3.**

*Correlations between the Components of Self-assessment Grid (Time 1)*

	List	Read	Spk-Int.	Spk-Prod.	Writ
List	1	.71**	.71**	.68**	.67**
Read		1	.69**	.68**	.69**
Spk-Int.			1	.83**	.72**
Spk-Prod.				1	.73**
Writ					1

Note: List=Listening, Read=Reading, Spk-Int.=Speaking Interaction, Spk-Prod.=Speaking Production, Writ=Writing; \*\*Correlation is significant at the 0.01 level (2-tailed).

**Table 4.**

*Correlations between the Components of Self-assessment Grid (Time 2)*

	List	Read	Spk-Int.	Spk-Prod.	Writ
List	1	.67**	.63**	.64**	.67**
Read		1	.60**	.63**	.62**
Spk-Int.			1	.73**	.65**
Spk-Prod.				1	.72**
Writ					1

Note: List=Listening, Read=Reading, Spk-Int.=Speaking Interaction, Spk-Prod.=Speaking Production, Writ=Writing; \*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the correlations between the components of self-assessment grid in Time 1 and Time 2. The diagonal line in boldface shows the correlations between the same components in the two rounds of rating with a time interval of two weeks. Therefore, it represents test-retest reliabilities. All these values are above .90 which indicates a high level of consistency in learners' ratings of their own abilities across time.

**Table 5.**

*Correlations between Components of Self-assessment Grid in Time 1 and Time 1*

	List 2	Read 2	Spk. Int. 2	Spk. Pro. 2	Writ 2
List 1	<b>.989**</b>	.68**	.64**	.64**	.68**
Read 1	.71**	<b>.969**</b>	.64**	.66**	.66**
Spk-Int. 1	.68**	.66**	<b>.960**</b>	.78**	.68**
Spk Prod. 1	.66**	.66**	.78**	<b>.969**</b>	.74**
Writ 1	.67**	.66**	.69**	.70**	<b>.929**</b>

Note: List=Listening, Read=Reading, Spk-Int.=Speaking Interaction, Spk-Prod.=Speaking Production, Writ=Writing; \*\*. Correlation is significant at the 0.01 level (2-tailed).

Tables 6 and 7 show the correlations between the C-Test scores and the scores learners have given themselves in the self-assessment questionnaire in Times 1 and 2. As the tables show, none of the correlations are statistically significant or substantively meaningful. Only the correlation between C-Test and speaking-interaction in Time 2 is statistically significant.

**Table 6.**

*Correlations between Components of Self-assessment Grid and the C-Test scores (Time 1)*

	List	Read	Spk-Int.	Spk-Prod.	Writ
C-Test	.04	.07	.18	.12	.05

*Note:* List=Listening, Read=Reading, Spk-Int.=Speaking Interaction, Spk-Prod.=Speaking Production, Writ=Writing

**Table 7.**

*Correlations between Components of Self-assessment Grid and the C-Test Scores (Time 2)*

	List	Read	Spk-Int.	Spk-Prod.	Writ
C-Test	.05	.06	.22*	.11	.06

*Note:* List=Listening, Read=Reading, Spk-Int.=Speaking Interaction, Spk-Prod.=Speaking Production, Writ=Writing; \*. Correlation is significant at the 0.05 level (2-tailed).

### **3. Discussion and Conclusion**

It is argued in the literature that self-assessment complements traditional standardized testing and, at the same time, increases learners' motivation and proficiency (Hsieh & Schallert, 2008). Self-assessment encourages learners to get involved in evaluating and controlling their own progress which results in increased interaction between the learners and the teachers (Geeslin, 2003). When examinees get involved in the learning and testing process, they become motivated and autonomous (Oscarson, 1989).

The increased focus on self-assessment and its advantages over the past decades raise the question of the reliability and validity of SA. Research on these issues has produced mixed results. As noted earlier, some researchers have found moderate to high correlations between SA and conventional testing techniques while some have found very small correlations which question the validity of SA. The aim of this study was to examine the validity and reliability of SA among Iranian EFL university students. SA scores of a group of learners were compared with their C-Test scores. Findings showed that SA scores have very high internal consistency reliability. A two-week test-retest reliability analysis showed that the scores are very consistent over time. This is evidence that learners can consistently and reliably measure their abilities and random errors that normally occur in ratings are minimal in self-assessments. The findings of the current study showed that while SA scores are astonishingly reliable, they are not valid. The correlations between SA scores and the C-Test scores, which were used as a criterion measure, ranged from .04 to .22, which are too small to be considered useful for any serious evaluation purposes.

The findings of this study are in line with those of Blue (1994), Raasch (1980), and Anderson (1982), who found very small and near-zero correlations between SA and learners' IELTS and TOEFL scores and other traditional methods of assessment. The findings contradict those of Liu and Brantmeier (2019), Ashton (2014), and Ross (1998). Blanche (1988) wrote that high correlations between self-assessments and standardized test scores are common but "the more elaborate statistical analyses of two researchers (Anderson, 1982; Blanche, 1985) revealed that there were no significant relationships between the accuracy of the students' self-evaluations of their foreign language skills and their actual (classroom/test) performance" (p. 81). It seems that students can evaluate their performance on standardized tests rather than their actual performance in classroom evaluations. This is obviously a strong statement implying that performance on standardized tests is irrelevant to their "actual performance" questioning the validity of standardized tests.

As elaborated earlier, research on the validity and reliability of SA has produced inconclusive results. The findings of the present study showed that SA is highly reliable but not valid. Therefore, SA should not be used for any kind of high or even medium-stakes evaluation purposes. Nevertheless, it can be implemented for low-stakes testing in the context of formative assessment for increasing learner autonomy, learner engagement, and learner motivation. In this study, we used only one SA grid. Future studies may examine other and more elaborate SA questionnaires. Therefore, the findings of the present study might be true for the specific SA grid employed in this research and other SA questionnaire might turn out to be valid.

### **Declaration of Conflicting Interests**

The authors confirm that there is no conflict of interest to declare.

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## Appendix

### پس‌شن‌نامه خود ارزیابی مهارت‌های زبان انگلیسی

دانشجوی گرامی: پرسش‌نامه‌ی زیر توانایی خود در مریک از مهارت‌های زبان انگلیسی را ارزیابی کنید. برای هر مهارت شش تیکت بوسیله وجود دارد. مرتب‌بوسیله فوا بادتت بخورید و یکی رک مبتت از مهارت‌های شما را بیان می‌کنید. عال متب‌نرید.

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### الف. مهارت‌های خود، درزبیل انگلیسی را چگونه ارزیابی می‌کنید؟

1. من می‌توانم مکالمات‌شن‌ا و عبارات محلی ساده در مورد خودم، خوانده ام و می‌توانم موسس‌ن‌زیکم رله ش‌رطیک لغراد ش‌م‌رده و ولس‌حص‌ت‌کن‌ن‌دیف هم.
2. من می‌توانم عبارات کلی مانند بسیاری از تکرار یک می‌توانم در مکالمات مربوط به خودم، خوانده ام، خرید، محیط اطراف و کاری را درک کنم. من می‌توانم مضوای طلی‌پی‌ام هاو خبر‌های کوتاه و ولس‌ح را درک کنم.
3. من می‌توانم مضوای طلی‌ص‌جت‌های ولس‌ح و ن‌ع‌ارف در مورد موضوعات‌شن‌ل‌که ع‌دتا در محیط‌کار، مدرس‌ه، اوق‌ان‌ت‌فر‌اغت‌ب‌ش می‌تواند رلف هم. من می‌توانم مضوای طلی‌س‌س‌اری ان‌رن‌ام‌ه‌های رای و تلی‌قون‌ی در مورد وق‌ع روزی‌ام‌و‌م‌و‌ع‌ات مورد‌ع‌ال‌قه‌ی‌ش‌خصی‌ام رلف هم در صورتیکه ولس‌ح و ش‌م‌ردم‌ب‌ش‌د.
4. من می‌توانم درص‌جت‌هاو س‌خ‌ر‌لی‌های طولانی‌ر‌ن‌ب‌ال‌کن‌م، س‌خ‌گ‌ر‌ش‌ام‌ل‌ع‌باح‌ث‌طوالنی‌وی‌پی‌ج‌ه‌باش‌د‌به‌ش‌ر‌ط‌ط‌ن‌که‌م‌و‌ع‌ان‌ن‌ب‌ب‌ت‌ل‌ن‌ب‌ش‌د. من می‌توانم ع‌ت‌را‌خ‌ب‌ا‌ت‌لی‌قون‌ب‌رن‌ام‌ه‌های مربوط به مس‌ط‌ل‌روز رلف هم. من می‌توانم ب‌ش‌ت‌رف‌لی‌م‌ولی‌که‌به‌له‌جه‌ی‌رس‌می‌س‌ت‌ن‌د رلف هم.
5. من می‌توانم درص‌جت‌های طولانی‌را تم‌وج‌م‌ش‌وم‌س‌خ‌گ‌ر‌س‌ا‌خ‌ار ولس‌ح‌ی‌ن‌ا‌ش‌ت‌ب‌اش‌ن‌د و س‌خ‌ی‌گر‌ر‌ول‌ط‌ج‌م‌ال‌ت‌ب‌ص‌ورت‌ع‌م‌س‌ت‌ن‌م‌م‌ط‌رح‌ش‌ه‌باش‌د و م‌س‌ت‌ن‌م‌ب‌ه‌ل‌ا‌ش‌ار‌ن‌ب‌ش‌ه‌باش‌د. من می‌توانم ب‌رن‌ام‌ه‌های تلی‌قون‌ر‌ب‌دون‌م‌ش‌کل‌درک‌کن‌م.
6. می‌توانم مشکلاتی در درک‌ص‌جت‌ها‌ش‌ف‌ام‌ی، چه‌زن‌ه‌باش‌د و چه‌م‌ض‌ب‌ش‌ده‌ن‌دارم‌س‌خ‌گ‌ر‌با‌س‌ر‌ع‌ت‌س‌خ‌گ‌وی‌ب‌وم‌ی‌باش‌د، م‌ش‌ر‌وط‌ر‌ط‌ن‌ک‌ق‌د‌ری‌ز‌م‌ان‌ب‌رای‌ن‌ل‌ن‌لی‌به‌له‌جه‌ی‌آن‌ن‌ت‌ب‌اش‌م.

### ب. مهارت‌های خود درزبیل انگلیسی چگونه ارزیابی می‌کنید؟

1. من می‌توانم ام‌واک‌لم‌ت‌شن‌ا و ج‌م‌ال‌ت‌ب‌س‌ی‌ار‌س‌اده‌م‌ن‌د‌ج‌م‌ال‌ت‌گ‌ه‌ی‌م‌س‌وت‌ری‌ک‌س‌ت‌ل‌ل‌و‌گ‌ها رلف هم.

2. من میتوانم بنویسم یا رکتا مو ساده ریلخوانم. من نمیتوانم اطالعات مشخص قبلا بهی شیعی در نوشتن ه های ساده ی مغولی نکل گ می هابوشور، نهو ویرن ام ه های کاری رلی دکنم و نمیتوانم نام ه های کوتا ساده ی شخصی رلف مم.
3. من میتوانم بنویسم رکه عهتا شامل واگان پتکرار روزمره و مچی کار بلنند رلف مم. من میتوانم توصیفی فوق طبع، احساسات و آرزوها در نام ه های شخصی رلف مم.
4. من میتوانم مقالات و گزارشات در مورد مسائل روزگه در آن ویرن ده یگاه ها وگریش های شخصی رات خا می کنه بخوانم. من میتوانم بشر لبی مخصر را درکنم.
5. من میتوانم بنویسم چه ی بنویسم تحقیق و نتون لبی طولانی وپیچیده رلف مم وبقاوت های سبک را هم درکنم. من میتوانم مقالات شخصی و دستورات عمل هافنی طولانی را بخوانم وگربه رسته ی من میبوتن اشند رلف مم.
6. من میتوانم به راحتی تصدیق ها هم ه اشکال نوشتاری را بناند پیچیده مقالات، بنویسم چه ی زبلی ساختاری ملاند کتبل چه ی را فم، قالاتتت خصی و آثار لبی را درکنم.

### چتوانم با صحت تکردن (کلامه) خوب زبان انگلیسی را بیچونه ارتطبی میکنم؟

1. من میتوانم زبلی ساده کلام کنم به شرط اینکه طرف قبلا من جمالت و عبارات را اگر ال زبانشد آست مترتکرار کند و به من کم ککنک که بی زلی که سعی میکنم گویم رلی انکم. نمیتوانم در موردی از ه ای ضروری اموضوعات بسوی ارآشا سوال کنم یا س خ دم.
2. من میتوانم در مورد موضوع ساده و روزمره ای از من هتبادل اطالعت ساده و مستقیم در مورد موضوع و فعلی ت های شلن بلت گفتگو کنم. میتوانم کلام امعارشی بسوی رکتا ه لاج امدم اگر چه معموال به لدازه کفافی درکنن کهن مکه بتوانم خودم کلامه را و دستبگیری رم.
3. میتوانم از بسوی شتر موقیعت های که در فکلم فر دکش وره ای انگلیس زبانی می یادبیری طم. من نمیتوانم بدون آمگی در موضوعات شلن که مورد عالقه ی شخصی می است لب هم مسائل روزمره میط است (ملاند خلواده، سرگرمی کار، سفر، و شلقات روز) وارد شوم.
4. من میتوانم بیستانی و روان کلام میکنم بگونه ای که کلامه ی معمولی اس خنگویب و میبیر طم میکنم است. من میتوانم در گفتگو در بیا حث شلن ارق ش ف علی داشتت با شام و یگاه طم را درم با شخه ادامه و بتوضیح دم.
5. من میتوانم حرف طم را روان و زلی بدون زلی از بگشتت لب قبلا عبارات می انکم. من میتوانم زبان انگلیس ییوات سلط و به طور مؤثر برای مقصد امعاری و صفه ایبه کاربگیری رم. میتوانم طده ها و عقولدم رل مدقت جم لبمن دیکنم و حرف خودم با مهارت به حرف دیگران میبیط سازم.
6. من میتوانم بدون مشکل در مبحث و کلامه ای ش ککنم. من شلن طای خوبی زبان محاوره ای واصل اطالعات رطج زبان انگلیسی دارم. من نمیتوانم منظریم را روانی انکن مقوتفا وت های جزئی مرقطلی رل هتق بگویم اگر م شکل داشتت باشم نمیتوانم بگردم و جالبتم ربه رضی دبلس اختلن دیکنم بگنه ای که دیگر اف رادتقوج اشتتبا امیشوند.

### بتوانم با صحت کردن تکگویی (خوب زبان انگلیسی را بیچونه ارتطبی میکنم؟

1. من میتوانم با جمالت و عبارات کتاه، مچی زنگی و فلرادی که هشین اسم رتوصیفی فکنم.
2. من میتوانم با استفاده از مجموعه ای از جمالت و عبارات، خلواده و دیگر اشخص، شرطی طزنگی ام بیچونه ی تحریطی امو شل غ علی گذشتت ه ام رل و بل سل ادمتوصیفی فکنم.
3. من میتوانم عبارات رله شکل بلتطالیب هک دیگر وصلکنم و ت جارب و وقطع، آرزوها و ره اهو خواست ه طم را توصیفی فکنم. نمیتوانم برای عقولدم ویرن ام ه طم توضیحات و دالی لکتا می اورم. من نمیتوانم مقصوب گویی را موضو عی ک کتاب یطلم رلی انکنم و وکنش طم رتوصیفی فکنم.
4. من میتوانم توصیفی انتدقیق و وضح در مورد موضوعات بنویسم به عالقهم میبوتن هشین در اطالکنم. نمیتوانم یگاه طم را در مورد موضوعات روزی انکنم و معلاب و مزل ای گنونه های مظل ف رلی گویم.

5. من میتوانم در موضوع اتیپی چی دمتوضیح اتدقیق و ووضوح ارتکمنم. نتوانم موضوع اتفصرعی رتکوی بکنم و موضوع  
طللی را شکل دم وبعده باتی جگوری ناس بصیحت را پیلان دم.
6. من نتوانم روان و ووضوح بوا زبلی ناس بموقیحت ووا سلختاری فی طقی کبه شرنون دکم ک هکنیک نکات مهم را  
بخاطر بی پارنم باخکنن ای چیزی رتوصی فکنم.

ر. وهله نوش تاری خوب فزین ان گلهی را چنه ارتبابی می کنی؟

1. من نتوانم ککارتستبری ککوتاموس ادمینوسم و ایچاد رتبری کبگیم. من نتوانم اطلعک شخصی ام را ملد نام،  
لهی و محل سکونت م ربرویفر م ملیکنم.
2. من نتوانم ای اداشت ها وپیام های ساده وکوتاه در مورد مسؤل وری ازهای ضروری امینوسم. نتوانم نام ه های کوتاه  
شخصی امینوسم، نثال از شخصی به خاطر چیزی تشککنم.
3. من نتوانم نتون نسجمو ساده در مورد موضوعات آشنا وی اموضوعات موردعلاقه امینوسم. نتوانم نام ه های  
شخصی امینوسم ویتجارب و سلجاساتم رتوصی فکنم.
4. من نتوانم نتون ووضوح ودقیق در مورد موضوعات نتنوعی مربوطه عالعق امینوسم. نتوانم ای ک گزارش  
بینوسم و اطالعات و داللی در ریاقبول فنگاه امینوسم. نتوانم نام امینوسم ووقیعت ویتجارب شخصی مهم را در آن  
برجستکنم.
5. من نتوانم فنگاه هلم را در نتونی ووضوح ونسجمی انکنم و آن ها رل مفتری امینوسم. نتوانم در مورد موضوعات  
پیچیده، نام ه، قال ها گزارش امینوسم و نکات مهم آن ریلر جستکنم. نتوانم به سکی امینوسم ک مبرای خولانده موردنظرم  
ناس ببلاش د.
6. من نتوانم نتون ووضوح و روانبا سبک من بلن امینوسم. نتوانم مقالت گزارشات ونام ه های پیچیده امینوسم و میسئل ه  
ای بوا ساختار فی طقی و موثر مطرح کنم به طوری که خولانده نکات مهم آن را نتوج شود و بخاطر بی پارنم. من نتوانم  
خالصه وی ارتق آثار لبی ویتخصی امینوسم