Advanced

Courses 1–2: B1+/B2 & Courses 3–4: Mid-B2

CEFR: B1+ → Mid-B2

Student Self-Check Rubrics

About These Rubrics

These self-check rubrics are designed to help you reflect on your own learning. Use them to understand what good performance looks like and to track your own progress throughout the course.

How to use these rubrics:
✓ Read each "I can…" statement carefully.
✓ Tick the boxes that honestly describe your current ability.
✓ Use the reflection prompts to plan your next steps.
✓ Share your self-assessment with your teacher during feedback sessions.

Interactive Speaking Self-Check

CEFR Progression: B1+/B2 → Mid-B2

Interactive speaking means talking with classmates in real conversations, discussions, and tasks — not prepared presentations.

Rate yourself: how well can you do these things?

- ☐ I contributed actively to the discussion.
- ☐ I supported my opinions with reasons and examples.
- ☐ I used varied connectors (although, after that, for example).
- ☐ I managed communication problems smoothly.
- ☐ My ideas were clearly organized.

Reflection: What do I want to improve next?

Prepared Speaking Self-Check

CEFR Progression: B1+/B2 → Mid-B2

Prepared speaking means you have time to plan and rehearse before you speak — a mini-talk, presentation, or structured explanation.

Rate yourself: how well can you do these things?

- ☐ I delivered a well-organized, extended presentation.
- ☐ I developed my ideas with explanations or examples.
- ☐ I used varied connectors (although, after that, for example).
- ☐ I used a variety of vocabulary words.
- ☐ My grammar was mostly accurate.
- ☐ My delivery was fluent and confident.

Reflection: What do I want to improve next?

Writing Self-Check

CEFR Progression: B1+/B2 → Mid-B2

Writing tasks are short and purposeful — usually 30–150 words. Focus on communicating your message clearly.

Rate yourself: how well can you do these things?

- ☐ I completed the writing task.
- ☐ My paragraphs are organized and logical.
- ☐ I supported my opinions with reasons or examples.
- ☐ I used a variety of connectors (although, for example, after that).
- ☐ I used a variety of vocabulary words and phrases.
- ☐ My grammar is mostly accurate.
- ☐ My message is consistently clear.

Reflection: What do I want to improve next?

Participation — Am I Participating?

There is no "perfect" score — the goal is to be honest and think about how you can participate more next time.

In-Person Lessons

Rating	What I did today
★★★★	I arrived on time and stayed for the full lesson. I took part in all activities. I used English throughout. I helped my classmates by asking questions and responding to their ideas. I tried to use vocabulary and grammar from current and previous lessons.
★★★	I arrived on time or with only a brief delay. I took part in most activities. I responded when the teacher asked me questions. I used English most of the time but sometimes used my first language.
★★	I arrived late or left early. I was present but missed some activities or was not always focused. I usually only spoke when asked. I used English sometimes but often used my first language.
★	I arrived significantly late or left well before the end. I was present but did not really take part. I rarely responded or contributed. I did not use English much during the lesson.
✗	I was not present, or I was present but did not participate at all.

My participation rating today: _____

Reflection: What will I do differently in the next lesson?

Online Synchronous Lessons

Rating	What I did today
★★★★	I joined on time and stayed for the full session with my camera on and no gaps. I took part in all activities consistently and actively. I contributed fully in breakout activities. I used or tried to use vocabulary and grammar from current and previous lessons. I encouraged my classmates to participate. I used English in all activities with only rare exceptions.
★★★	I joined on time or with only a very brief delay. My camera was on for the full session with only minor brief gaps. I took part in all activities and stayed on task throughout. I used English during the lesson, though I sometimes used other languages in breakout sessions.
★★★	I joined late or left early, missing part of the session. My camera was on for most of the session with some gaps. I took part in most but not all activities. I responded when prompted but rarely contributed on my own. I used English inconsistently, often relying on other languages even when English was expected.
★	I joined significantly late or disconnected well before the session ended. My camera was off or on only briefly. I had limited engagement throughout. I contributed only once or twice. I almost never used English during activities.
✗	I was not present, or I was present without my camera and did not respond to the teacher's prompts or assigned tasks. I did not engage in any whole-class, pair, or group activities.

My participation rating today: _____

Reflection: What will I do differently in the next lesson?

Spark Engagement Self-Check

This self-check helps you think about how consistently and well you have completed your Spark tasks.

Score	Level	I can say…
100	**All tasks, high scores**	I completed all my Spark tasks on time after every lesson, and most of my scores were 90% or above.
85	**Almost all tasks, good scores**	I completed almost all my Spark tasks (I may have missed 1–2) and most of my scores were between 80% and 90%. I worked consistently throughout the course.
70	**Most tasks, moderate scores**	I completed most of my tasks, but some of my scores were below 70%; or I completed most tasks but finished them late rather than regularly after each lesson.
55	**Some tasks, lower scores**	I completed some tasks but missed many, and/or my scores were usually below 60%.
0	**No tasks completed**	I did not complete any Spark tasks during this grading period.

My Spark score this period: _____ My score band: _____

Reflection: What can I do to improve my Spark engagement?