

# Self-Assessment Test for the Indonesian Language

## How do you rate your Indonesian language proficiency?

Read the descriptions below to find out your approximate proficiency level in the Indonesian language.

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	Complete self-assessment checklists <b>C1-C2</b>
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	Complete self-assessment checklists <b>B2-C2</b>
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Complete self-assessment checklists <b>B1-C1</b>
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	Complete self-assessment checklists <b>A2-B2</b>
<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Complete self-assessment checklists <b>A1-B1</b>
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	Complete self-assessment checklist <b>A1-A2</b>
<b>Beginner</b>	<b>0</b>	I do not speak or understand Indonesian or Malay.	Complete self-assessment checklist <b>A1</b>

# Self-assessment Checklist

Level: **A1 Breakthrough**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list - perhaps with your teacher - other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 & 2:

✓ = I can do this under normal circumstances

✓✓ = I can do this easily

In column 3

! = This is an objective for me

If you have over 80% of the points ticked, you have probably reached Breakthrough Level.

<b>A1 Breakthrough</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Listening</b>						
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.						
I can understand simple directions how to get from X to Y, by foot or public transport.						
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.						
I can understand numbers, prices and times.						
<b>Spoken Interaction</b>						
I can introduce somebody and use basic greeting and leave-taking expressions..						
I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.						
I can make simple purchases where pointing or other gesture can support the verbal reference.						
I can handle numbers, quantities, cost and time.						
I can ask people for things and give people things.						
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.						
I can indicate time by such phrases as “next week”, “last Friday”, “in November”, “three o clock”.						
I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.						
<b>Spoken Production</b>						
I can describe where I live						

# Self-assessment Checklist

Level: **A2 Waystage**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list - perhaps with your teacher - other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 & 2:

✓ = I can do this under normal circumstances

✓✓ = I can do this easily

In column 3

! = This is an objective for me

If you have over 80% of the points ticked, you have probably reached Breakthrough Level.

<b>A2 Waystage</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Listening</b>						
I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.						
I can recognise phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).						
I can catch the main point in short, clear, simple messages and announcements.						
<b>Spoken Interaction</b>						
I can make simple transactions in shops, post offices or banks.						
I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.						
I can get simple information about travel.						
I can order something to eat or drink.						
I can make simple purchases by stating what I want and asking the price.						
I can ask for and give directions referring to a map or plan.						
I can ask how people are and react to news.						
I can make and respond to invitations.						
I can make and accept apologies.						
I can say what I like and dislike.						
I can discuss with other people what to do, where to go and make arrangements to meet.						
I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.						
I can ask and answer questions in conversation, and respond to simple statements.						

<b>A2 Waystage</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Spoken Production</b>						
I can describe myself, my family and other people.						
I can describe where I live.						
I can describe my educational background, my present or most recent job.						
<b>Strategies</b>						
I can ask for attention.						
I can indicate when I am following.						
When I don't understand something, I can very simply ask the speaker to repeat what they said.						
<b>Language Quality</b>						
I can make myself understood using memorised phrases and single expressions.						
I can link groups of words with simple connectors like "and, "but" and "because".						
I can use some simple structures correctly.						
I have a sufficient vocabulary for coping with simple everyday situations						

# Self-assessment Checklist

Level: **B1 Threshold**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list - perhaps with your teacher - other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 & 2:

✓ = I can do this under normal circumstances

✓✓ = I can do this easily

In column 3

! = This is an objective for me

If you have over 80% of the points ticked, you have probably reached Breakthrough Level.

<b>B1 Threshold</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Listening</b>						
I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.						
I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.						
I can listen to a short narrative and form hypotheses about what will happen next.						
<b>Spoken Interaction</b>						
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.						
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.						
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.						
I can cope with less routine situations on public transport e.g. asking a passenger where to get off for an unfamiliar destination.						
I can ask for and follow detailed directions.						
I can sometimes take the initiative in a conversation (e.g. to bring up a new subject) but I am very dependent on my partner in the interaction.						
I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.						
I can enter unprepared into conversations on familiar topics.						
I can agree and disagree politely.						
I can give or seek personal views and opinions in an informal discussion with friends.						
I can make my opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do.						

<b>B1 Threshold</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Spoken Production</b>						
I can narrate a story.						
I can give detailed accounts of experiences, describing feelings and reactions.						
I can describe dreams, hopes and ambitions.						
I can explain and give reasons for my plans, intentions and actions.						
I can give straightforward descriptions on a variety of familiar subjects within my field of interest.						
I can relate the plot of a book or film and describe my reactions.						
I can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.						
I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.						
<b>Strategies</b>						
I can repeat back part of what someone has said to confirm that we understand each other.						
I can ask someone to clarify or elaborate what they have just said.						
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".						
<b>Language Quality</b>						
I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying - especially when I talk freely for longer periods.						
I can convey simple information of immediate relevance, getting across which point I feel is most important.						
I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.						
I can express myself reasonably accurately in familiar, predictable situations.						

# Self-assessment Checklist

Level: **B2 Vantage**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list - perhaps with your teacher - other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 & 2:

✓ = I can do this under normal circumstances

✓✓ = I can do this easily

In column 3

! = This is an objective for me

If you have over 80% of the points ticked, you have probably reached Breakthrough Level.

<b>B2 Vantage</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Listening</b>						
I can understand in detail what is said to me in standard spoken language even in a noisy environment.						
I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.						
I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.						
I can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.						
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.						
<b>Spoken Interaction</b>						
I can initiate, maintain and end discourse naturally with effective turn-taking.						
I can with some confidence exchange considerable quantities of detailed factual information on matters within my field of interests.						
I can convey degrees of emotion and highlight the personal significance of events and experiences.						
I can engage in extended conversation in a clearly participatory fashion on most general topics.						
I can take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, evaluating proposals and making and responding to hypotheses.						
I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.						
I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.						
I can carry out a prepared interview, checking and confirming information, following up interesting replies.						

<b>B2 Vantage</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Spoken Production</b>						
I can give clear, detailed descriptions on a wide range of subjects related to my field of interests.						
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.						
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.						
I can construct a chain of reasoned argument, linking my ideas logically.						
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.						
I can speculate about causes, consequences, hypothetical situations.						
<b>Strategies</b>						
I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn whilst formulating what to say.						
I can make a note of "favourite mistakes" and consciously monitor speech for them.						
I can generally correct slips and errors if I become conscious of them or if they have led to misunderstandings.						
<b>Language Quality</b>						
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.						
I can pass on detailed information reliably.						
I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for patterns and expressions, there are few noticeably long pauses.						
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.						

# Self-assessment Checklist

Level: **C1 Effectiveness**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list - perhaps with your teacher - other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 & 2:

✓ = I can do this under normal circumstances

✓✓ = I can do this easily

In column 3

! = This is an objective for me

If you have over 80% of the points ticked, you have probably reached Breakthrough Level.

<b>C1 Effectiveness</b> 1 = Me      2 = My teacher/another      3 = My objectives	1	2	3
<b>Listening</b>			
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.			
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.			
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.			
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.			
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.			
I can without too much effort understand films employing a considerable degree of slang and idiomatic usage.			
<b>Spoken Interaction</b>			
I can keep up with an animated conversation between native speakers.			
I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.			
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.			
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.			

<b>C1 Effectiveness</b> 1 = Me      2 = My teacher/another      3 = My objectives	1	2	3
<b>Spoken Production</b>			
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can present orally a comprehensive description or report, integrating themes, developing particular points and rounding off with an appropriate conclusion.			
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.			
<b>Strategies</b>			
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor whilst thinking.			
I can relate own contribution skilfully to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			
<b>Language Quality</b>			
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.			
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or to compromise on saying exactly what I want to.			
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.			

# Self-assessment Checklist

Level: **C2 Mastery**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list - perhaps with your teacher - other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 & 2:

√ = I can do this under normal circumstances

√√ = I can do this easily

In column 3

! = This is an objective for me

If you have over 80% of the points ticked, you have probably reached Breakthrough Level.

<b>C2 Mastery</b>	<b>1 = Me</b>	<b>2 = My teacher/another</b>	<b>3 = My objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Listening</b>						
I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.						
<b>Spoken Interaction</b>						
I can take part effortlessly in all conversations and discussions with native speakers.						
<b>Spoken Production</b>						
I can understand and summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.						
<b>Strategies</b>						
I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.						
<b>Language Quality</b>						
I can reformulate ideas in differing linguistic forms in a very flexible manner in order to give emphasis, to differentiate and to eliminate ambiguity.						
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.						
I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association.						