JLPT Can-do Self-Evaluation List: Reading

The list summarizes "what successful JLPT examinees of each level think they can do in Japanese," based on self-evaluation survey results.

It is not a syllabus (question outline) of the JLPT, nor does it guarantee the Japanese-language proficiency of successful examinees. For language proficiency measured by the JLPT and question outline, please refer to "Summary of Linguistic Competence Required for Each Level."

The list can be used as a reference to help examinees and others get an idea of "what successful examinees of a particular level can do in Japanese."

		N1	N2	N3	N4	N
I can understand the main points of articles on politics, economics, etc., in newspapers and magazines.						
2 I can unders in newspape	tand the points, opinions, and argument structure of editorial columns (e.g. rs, etc.).					
3 I can read no	ovels, understanding the feelings of the characters and the story line.					
4 I can unders	tand what the author wants to say in narrative essays.					
5 I can unders about.	tand the main ideas of academic/technical texts on topics I am concerned					
6 I can unders	tand the content of official letters and e-mails written in polite Japanese.					
7 I can unders	tand inquiries and requests from business partners.					
8 I can unders	tand the content of articles in newspapers and magazines written about yday topics.					
9 I can get ned university or	essary information from travel guidebooks and magazines about entering finding jobs.					
10 I can unders	tand the definitions provided in general Japanese-Japanese dictionaries.					
I can get ned etc.).	essary information from the brochures of products (e.g. product features,					
12 I can unders	tand the main story lines of short stories.					
13 I can unders	tand post cards and e-mails from my acquaintances and friends.					
I can get ned boards at sc	essary information (e.g. lecture or meeting schedules, etc.) from notice mool or work.					
I can unders fliers.	tand the sale dates and prices listed in newspaper advertisements and					
I can read tr to board my	ain schedules and guide signs at stations in order to determine what time train.					
17 I can read ar	nd understand New Year's and birthday cards.					
18 I can unders	tand simple memos.					
I can unders	tand simple instructions with pictures (e.g. how to put out trash, how to s).					
I can unders my school, e	tand my appointment day and time from appointment reservation charts at tc.					

XPercentages of successful examinees of each level who think they "can do" an item are shown in four ranges. When estimating percentages, the responses of only "successful examinees near the passing line" were used. For details, please refer to "List preparation" at the beginning.

less than 25% 25-50% 50-75% 75% or higher