

EUROPEAN LANGUAGE PORTFOLIO (SAMPLE- ENGLISH)

Dear Student,

This portfolio is yours and it consists of three parts:

1. Language Biography

- allows you to participate in planning your own learning, in thinking about your learning and evaluating your progress; encourages you to discover what you know in any of the languages, as well as to list your linguistic and intercultural experiences acquired in school and out of it;

it is structured in line with the idea of promoting plurilingualism.

2. Language Passport,

- provides a general picture of your competences in different languages at the time. Your skills are presented according to the levels of the Common European Framework of Reference for Languages of the Council of Europe;
- includes official certificates and evidence of linguistic competence, intercultural experiences and experiences in language learning;
- contains information on individual and specific competence;
- enables self-evaluation of your competences and skills.

3. Dossier

Dossier enables you to make a collection of various items of your personal work, certificates and diplomas which illustrate your competences stated in the Language Biography or Passport.

LANGUAGE BIOGRAPHY

Dear student,

The Language Biography is an essential part of the ELP. In this part of the Language Portfolio you are expected to reflect upon your language learning history in and out of school and your intercultural experiences. It is also an important tool to help you to assess your own progress and plan for further language learning.

In this ELP model developed for learners 11 to 14, the Language Biography section consists of three parts;

1. My language experiences,

2. How I learn,

3. What I can do.

BIOGRAPHY

My name is	
I started learning a foreign language at the age of	
Languages I speak or/and understand (Languages that I have learned in or outside of school)	
The schools I have attended so far (School name- Year/Duration-City-Country- Certificates and Diplomas)	
Countries where I have lived and visited (Country-Date-For how long)	

How I learn?

Please put a tick in the boxes which are true for you.

I learn better when.....	
I study alone.	
I study in pairs.	
I study in a group.	
I study with the class and the teacher.	
I work with the computer and the Internet.	
I use visual and audio materials (CD, DVD, TV, Mp3, etc.).	
I do projects and presentations.	
Other:.....	

Why I learn?

Please put a tick in the boxes which are true for you.

to talk to foreigners.	
to understand films and songs.	
for a future job.	
to communicate with family and friends abroad.	
to sit for international exams.	
to travel.	
because I like learning foreign languages.	
to be able to use and understand technology.	
to use social media.	

My Linguistic and Intercultural Attainments

My Personal Language Attainments

You can use the following list to assess your language proficiency level.

Please put a tick in the box which is true for you.

Column 1: I want to learn.

Column 2: I can do it with difficulty.

Column 3: I can do it with little help.

Column 4: I can do it easily.

EXAMPLE

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can understand numbers.		25.09.2021	20.01.2022	05.04.2022
		✓	✓	✓

MY GOALS

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MY TEACHER'S COMMENTS

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A1 LEVEL- LISTENING

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your listening.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can recognise this language among other languages I hear on TV or radio.				
I can understand numbers, prices and times when they are uttered slowly and clearly.				
I can understand when people greet me or each other.				
I can understand very basic phrases such as "please" and "thank you".				
I can understand and follow short and simple instructions such as 'Look', 'Listen', 'Stand up'.				
I can understand simple questions and requests when they are spoken very slowly and clearly.				
I can understand very simple stories, songs or rhymes if accompanied by pictures and mime /gestures.				
I can understand a short and simple recorded text on a familiar topic if I listen to it more than once.				
I can identify key words in short, simple listening texts.				
I can understand when other people talk to each other using short and basic phrases.				
I can understand simple sentences about myself and my family.				
I can understand and follow short, simple Directions (e.g. how to get from X to Y).				

A1 LEVEL- READING

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your reading.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can understand short, simple notes and instructions.				
I can understand individual words and match them up with corresponding pictures.				
I can find basic information in a text about people's age, where they live, etc.				
I can understand what a short text is about, especially if there are related pictures.				
I can find necessary information in menus, timetables, brochures, etc.				
I can understand basic information such as where a film/a concert is on and when it starts.				
I can understand a questionnaire/form well enough to give very basic information about myself such as name, age, and nationality.				
I can understand simple written messages (e.g. back in 5 minutes) and basic signs (e.g. No parking, no smoking, etc.).				
I can understand very simple and short written directions on how to get from one place to another.				
I can understand short, simple messages on postcards or in e-mails.				
I can understand when somebody writes me about how s/he is and what s/he is doing.				

A1 LEVEL- SPOKEN INTERACTION

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your spoken interaction.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can ask and answer simple questions on very familiar topics.				
I can greet people and introduce myself.				
I can ask and tell the time.				
I can talk about numbers.				
I can talk about days, dates, months, years and seasons.				
I can talk about rooms and furniture.				
I can ask and answer about someone's job.				
I can ask the prices by pointing at the items.				
I can talk about likes and dislikes.				
I can give my opinion on very familiar topics.				
I can make daily conversations.				

A1 LEVEL- SPOKEN PRODUCTION

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your spoken production.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can use simple phrases and sentences to describe where I live and people I know.				
I can describe rooms and furniture.				
I can describe someone's physical appearance.				
I can produce simple sentences about the weather, transport and health.				
I can give information about my daily life and my school.				
I can introduce myself and my family.				
I can spell words.				
I can say where some objects are.				

A1 LEVEL- WRITING

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your writing.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can copy words and simple sentences correctly.				
I can write sentences and simple phrases about myself, for example where I live and what I do.				
I can fill in a form (my name, address and age).				
I can write a greeting card, for instance a birthday card.				
I can write a simple note to tell somebody where I am and where we are about to meet.				
I can make simple sentences from the given words.				
I can write sentences correctly at the teacher's dictation.				
I can write a short paragraph, using connectors such as 'and', 'but' and 'then'.				

A2 LEVEL- LISTENING

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your listening.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can catch the main points in short simple messages and announcements.				
I can understand basic words & phrases about myself and family when people speak slowly and clearly.				
I can understand everyday words and phrase related to areas of immediate personal relevance (family, student life, etc).				
I can understand basic information about people, their family, home and hobbies.				
I can understand short, simple stories.				
I can understand short voice messages and short conversations.				
I can understand everyday words and phrases related to areas of personal interest.				
I can understand simple phrases, questions and information relating to basic personal needs (eating out, shopping, etc).				
I can understand what is going on in the world on the internet or on TV through images.				

A2 LEVEL- READING

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your reading.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can find useful information in simple texts about aspects of everyday life.				
I can understand simple messages from friends, such as when and where to meet.				
I can understand personal letters and short notes giving or requesting information about everyday life.				
I can understand everyday written signs and notices in public places.				
I can understand instructions and regulations when expressed in simple language.				
I can understand most of the short stories or narrative texts about everyday events dealing with topics that are familiar with me.				
I can understand short simple messages and text containing familiar vocabulary relating to areas or personal interest.				
I can identify key information in short newspaper and/or magazine articles.				

A2 LEVEL- SPOKEN INTERACTION

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your spoken interaction.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can exchange personal information and I can make myself understood in everyday life with gestures.				
I can greet people and introduce them to each other.				
I can ask for repetition or simplification if I don't understand the question addressed to me and I can reply to slow and clear speech.				
I can participate in simple telephone conversations.				
I can ask about and explain current actions.				
I can extend invitations and react to being invited.				
I can participate in conversations about future plans, a meeting place, and time and exchange opinions in short sentences.				
I can express likes and dislikes and ask about them in dialogues.				
I can ask people questions about what they do at work, in free time, and everyday life and answer the questions addressed to me.				

A2 LEVEL- SPOKEN PRODUCTION

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your spoken production.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can compare and contrast today and past using suggested vocabulary.				
I can ask and answer requests.				
I can ask for and give directions referring to a map or a plan.				
I can ask about what people have and haven't done so far.				
I can talk about health problems, school rules, and environmental problems, try to find solutions by giving advice.				
I can ask for specific information and make simple transactions in restaurants, shops, post offices or banks (e.g. asking for the price, making purchases, ordering food, sending posts, etc.)				
I can describe myself, my family and other people I know.				
I can describe my home and where I live.				
I can describe places and objects in a simple way.				
I can give information about my possessions.				
I can give information about my educational background and subjects of study.				
I can talk about what I usually do at home, at school and in my free time.				

I can talk about my hobbies and interests in a simple way.				
I can talk about what I like or dislike.				
I can give short simple descriptions of events or tell a simple story.				
I can tell the main points about something I have done.				
I can describe past activities and personal experiences (e.g. last weekend, my last holiday).				
I can describe what I plan to do in the future.				
I can give simple description of things and make comparisons.				
I can make a short, rehearsed presentation on a simple topic I have prepared for.				
I can give short, basic descriptions of events and activities.				
I can explain in my own words a text that I have read/listened to.				

A2 LEVEL- WRITING

Please write the date of your evaluation and put a tick in the box which is suitable for you.

Please assess your writing.

DESCRIPTORS	I want to learn.	I can do it with difficulty.	I can do it with little help.	I can do it easily.
	DATE	DATE	DATE	DATE
I can take notes about where I am, or where and when to meet somebody.				
I can write descriptions of people, places or things I know well or which I can imagine.				
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.				
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).				
I can describe an ongoing event or an activity such as a celebration or a meeting in simple sentences.				
I can write texts about things I like doing or which I am interested in.				
I can write very short basic descriptions of events, past activities and personal experiences.				
I can write short stories using pictures.				
I can write simple sentences, connecting them with words such as "and", "but", "because".				
I can use the most important connecting words to indicate the chronological order of events (first, then, after that, later).				

I can fill in a form about my educational background and my specific skills.				
I can write a simple biography/story about people.				
I can briefly write about my plans or predictions.				