

My European Language Portfolio



Name:

About your European Language Portfolio

Your European Language Portfolio (ELP) allows you to record and comment on all the language learning and cultural experiences you have in **and** out of school.



There are **three** parts to your ELP:

In **My Language Passport** you can;

- ✓ Make a summary of your overall progress in languages;
- ✓ Record your language learning achievements;
- ✓ Ask your teacher to evaluate your learning

In **My Language Biography** you can;

- ✓ Comment on the languages that exist in the world around you;
- ✓ Think about the way that you learn languages;
- ✓ Evaluate your progress in different skill areas: speaking, talking with others, listening, reading, writing and intercultural understanding;
- ✓ Say what is going well;
- ✓ Say what you need to improve

In **My Dossier** you can

- ✓ Gather any materials that demonstrate your language learning, achievements and cultural experiences.

Examples of things you might find in “My Dossier” are;

- everyday work that you have done in class
- letters/emails that you have written or received
- photographs
- learning logs
- a reading record
- posters
- certificates or other awards
- a description of an activity or an experience
- extracts from your learning journal...

...in fact, almost anything that acts as evidence of the experiences you have recorded in your biography or passport can be included in “My Dossier”!

MY LANGUAGE PASSPORT

A record of my progress in learning languages



“The United Kingdom is a member of the Council of Europe, which makes it part of a family of 47 countries stretching all the way from Iceland to Azerbaijan. The millions of young people who live in those countries share many experiences and interests but also have different languages, cultures and histories.

The Council of Europe aims to help you to understand and respect other people and the things that make them different. Your European Language Portfolio is designed to help you to learn new languages and understand other cultures.”



European Language Portfolio: registered model No.**2014.R013**

Awarded to: SCILT - Scotland's National Centre for Languages, United Kingdom

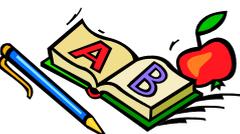
This model conforms to common Principles and Guidelines established by the Council of Europe's Steering Committee for Education (2000, rev. 2011)

How to use my passport

- ✓ This passport gives you a chance to record your achievements and overall proficiency in different languages in *and out* of school.
- ✓ In “My Language Achievements”, under “Type of achievement”, you might record information about certificates or awards you receive, competitions you enter, class test scores, positive language reports or feedback from your teacher or peer, or any other achievement.
- ✓ The passport will be passed onto your new teacher at primary or secondary school, who will be very interested in the information which you and your teacher record here.
- ✓ Your teacher can provide you with extra copies of each page if you need them.

Using different languages

Take notes in the right hand column to show how you use your knowledge of different languages for different purposes.

I use my knowledge of different languages when:	When? Which language(s)? Other details
 <p>I see them on TV</p>	
 <p>I read them in a book or newspaper</p>	
 <p>I hear them in a song</p>	
 <p>I play a game</p>	
 <p>I speak with my friends</p>	
 <p>I speak with my family</p>	
 <p>I contact someone in another country</p>	
 <p>I notice how other languages influence my Mother Tongue</p>	

Interesting things I notice about other languages





My Language Achievements



Use this page to record your wider language achievements in and out of school.

Language	Type of achievement	Date achieved



My Progress in Languages

For each language, colour the table on the next page according to the example below. You may partially colour boxes as you go.

EXAMPLE:

Regularly review your learning using “*My Language Biography*”. Colour the boxes to show your progress in each level.

Language:		A1 (CfE 2 nd level)			A2 (CfE 2 nd – 3 rd level)		
<i>Spanish</i>		I have set this as a learning target	In progress	Target achieved	I have set this as a learning target	In progress	Target achieved
	Listening	Shaded	Shaded				
	Reading	Shaded	Shaded				
	Talking with others	Shaded	Shaded				
	Speaking	Shaded	Shaded				
	Writing	Shaded	Shaded				

My Progress in Languages

Regularly review your learning using “My Language Biography”. Colour the boxes to show your progress in each level.

Language: _____	A1 (CfE 2 nd level)			A2 (CfE 2 nd – 3 rd level)		
	I have set this as a learning target	In progress	Target achieved	I have set this as a learning target	In progress	Target achieved
 Listening						
 Reading						
 Talking with others						
 Speaking						
 Writing						



BETTER AND BETTER: *TEACHER'S PAGE*



A Summary of _____'s progress

Language: _____



With reference to the statements of the Experiences and Outcomes, by the end of P7 the pupil has learnt the necessary skills to meet the following criteria **consistently** (taken from the Principles and Practice for Modern Languages):

- Give short presentations about themselves and others.
- Take part in simple conversations and transactions.
- Understand classroom instructions and personal information.
- Enjoy listening to a stories, songs and poems.
- Read aloud simple texts.
- Read and understand texts.
- Write short texts about themselves and others, including giving their opinion.

If the learner fulfils the above, **even if some areas are weaker than others**, the learner has achieved A1 (CEFR) or 2nd Level (CfE).

Please write an evaluative comment on what this learner can do.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	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.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
S P E A K I N G	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages: learning, teaching, assessment

Common Reference Levels: self-assessment grid

www.coe.int/portfolio

My Language Biography



How to use my biography

This booklet is **yours!** You can use it to record your progress in languages that you are learning in school or it could be used to show your progress in other languages that you use at home or those you encounter in the wider community.

Everyone will have their own booklet, so it will show different information for each person in your class. Your teacher can provide you with extra copies of each page if you need them.

There are several sections, here's a quick guide on how to use them:

Languages I know:

Highlight or colour the different languages you use, hear or start to learn. You may wish to add other ones into the blank spaces!

Languages in my world

This is your chance to record your impressions about the languages around you and the people you meet. You may wish to add more people in the blank spaces.

Languages in my school and in my community

This is your chance to build a picture of the variety of languages used in your school, by members of school staff and the wider community.

Joining Up Languages

As you learn, use this page to show your understanding of how languages influence each other.

How I learn

This section helps you reflect on your progress and how you learn languages. It might give you some tips on how to get better too!

My Languages Journey

This section is split into different skills: Listening, Writing, Reading, Talking with Others, Speaking and Intercultural Experiences. Here, you will have the chance to say how well you are doing in each of these areas.

Languages I Know

Chinese
中國的

Punjabi
ਪੰਜਾਬੀ

Urdu
اردو

French
Français

Gaelic
Gàidhlig

Russian
Русский

Scots
Scots

German
Deutsch

Italian
Italiano

Spanish
Español

Welsh
Cymraeg

Arabic
العربية

Portuguese
Português

Polish
Polski

English
English



Languages in my World



I meet people who speak another language

	Details		
	<i>Who?</i>	<i>Which language?</i>	<i>When we met, I thought...</i>
 At school			
 At home			
 On holiday			
 In my community			
 Online			

Languages in my school and in my community

In my school, we can learn (*please write down which languages*):

.....

At school, we have started to learn:

I like learning this language because:

.....

My teacher can speak:



In the future I would perhaps like to learn:

.....

Interview members of your school community and find out about their experience of other places and languages:

People	Where is your favourite place to go on holiday?	Do you know any languages or have you tried to use any different languages on holiday?	Which languages did you learn at school?	Which language would you most like to learn? Why?
<i>Classroom Assistant</i>				
<i>Teacher</i>				
<i>Depute Head</i>				
<i>Head Teacher</i>				
<i>Janitor</i>				
<i>Canteen Staff</i>				
<i>Cleaner</i>				
<i>Parent/Carer</i>				

Joining up Languages

My Mother Tongue is

Languages which influence my Mother Tongue are:



Words in my Mother Tongue which come from other languages:

Words	The language they come from

Languages which are influenced by my Mother Tongue are:



Words from my Mother Tongue which are used in other languages:

Words	The languages they are used in

How I Learn Languages

Tick all the activities that help you learn best.

You may wish to add any other activities that help you in the blank spaces provided.



I learn well when I....

... work on my own	
... work in pairs or groups	
... use my knowledge of other languages to help me understand new words	
... revise vocabulary	
... study grammar	
... choose my own texts to read, listen or watch	
... check that my work is accurate	
... check that the work of my peers is accurate	
... use word banks and glossaries	
... use a highlighter to highlight words I know, words that look familiar and key words I don't know	
... use a dictionary to understand key words I don't know	
... use a dictionary to find out more information about words or phrases	
... create my own word banks and glossaries	
... plan my work thoroughly	
... use gesture, body language or facial expression to support what I say or to understand what is being said	
... act out the meaning of things I hear	
... play games like "Simon says"	
... sort information into tables or diagrams	
... use ICT to support my learning	
... use images, context or other clues to help me understand	
... figure out my own strategies for reading, listening, writing and speaking	
... use examples or models answers to help me do an activity	

I would like to improve my ability to....



Language: _____



When people speak slowly and very clearly...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can understand words and phrases that are frequently used in conversation like “hello”, “goodbye” and “how are you?”</i>			
<i>I can understand routine phrases like “please” and “thank you”</i>			
<i>I can understand basic personal information like, name, age, where someone lives</i>			
<i>I can understand short instructions spoken by a familiar voice</i>			
<i>I can understand familiar words in songs, rhymes and poems which use simple language</i>			
<i>I can understand familiar language relating to myself and my family</i>			
<i>I can match words I hear with objects or images</i>			
<i>I can pick out familiar words I know from a short announcement</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date.
Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



When people use phrases and high frequency words...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can understand the gist of short video clips and cartoons</i>			
<i>I can understand key messages in short public announcements in school, in shops or at the railway station/bus station/airport</i>			
<i>I can understand a short story read by a familiar voice, supported by gesture or images</i>			
<i>I can understand when other people speak about themselves and their families</i>			
<i>I can understand a short conversation between two or more speakers on a familiar topic like school, daily routine, or hobbies</i>			
<i>I can understand when someone gives me clear directions on how to get somewhere</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date. Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



When I use simple, familiar language to exchange straightforward information...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can write a short biography of myself</i>			
<i>I can label objects</i>			
<i>I can write a short physical description of myself including my eye and hair colour, and my height and build.</i>			
<i>I can write a short physical description of someone else</i>			
<i>I can write short statements to say what I like/dislike</i>			
<i>I can write short messages for birthdays, Christmas, New Year and/or other feasts.</i>			
<i>I can write simple sentences about familiar topics like my daily routine, my school and my hobbies</i>			
<i>I can use some connectors like “and”, “but” and “then” to link my ideas together</i>			
<i>I can complete forms which require personal details, such as my name, date of birth, nationality and address</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date.
Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



Using straightforward language and simple constructions...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can write a short letter/text/email of invitation to a party, meeting or other gathering.</i>			
<i>I can write a short email, text or letter to accept an invitation to go out or to express my apologies</i>			
<i>I can use simple forms of addressing, greeting and thanking others</i>			
<i>I can write short, basic descriptions of events, past activities or personal experiences</i>			
<i>I can write a short description of an image or a sequence of images</i>			
<i>I can write an imaginary biography about someone else</i>			
<i>I can use a wider variety of connectors (like “firstly”, “next”, “then”, “later” & “finally”) to add structure to my writing</i>			
<i>I can express a simple opinion and use words like “because” to give a simple reason for this</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date.
Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



When short written texts about familiar topics use very simple language and structures ...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can understand familiar names and key messages on posters and notices</i>			
<i>I can understand straightforward written instructions about schoolwork</i>			
<i>I can understand which personal details are required by a simple form or profile</i>			
<i>I can understand personal details written about someone else on a simple form or profile</i>			
<i>I can find the information I need, e.g. times and locations, from timetables, posters and schedules</i>			
<i>I can understand texts about familiar topics like my family, my daily routine, my school and my hobbies</i>			
<i>I can identify familiar words and phrases in a new text</i>			
<i>I can read and understand poems, songs and rhymes</i>			
<i>I can match words that I read with images</i>			
<i>I can understand a very simple dialogue or script</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date. Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



When texts are short and use simple language...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can understand a set of predictable instructions supported by images or tables</i>			
<i>I can understand the gist of a fictional text, sometimes supported by images</i>			
<i>I can understand emails, letters or postcards about someone's everyday life or holiday</i>			
<i>I can understand a brochure or an advertisement which describes something familiar, like a sporting activity, a city, or a restaurant</i>			
<i>I can choose what I'd like to eat from a menu</i>			
<i>I can find specific information I need in a catalogue or website</i>			
<i>I can understand everyday signs and notices in a wide variety of public places</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date.
Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



When talking to someone who speaks slowly and clearly, and who is ready to repeat what they say and prompt me if needed...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can use accurate pronunciation so others understand me</i>			
<i>I can use words like “hello” and “goodbye” to join and leave a conversation</i>			
<i>I can ask how people are and react to news</i>			
<i>I can ask for things and can give people the things they ask for</i>			
<i>I can answer simple questions about my name, age and where I live and I can ask others for this information</i>			
<i>I can answer simple questions about my family and ask someone else about their family</i>			
<i>I can use phrases such as “next week”, “last Friday”, “in November” or “three o’clock” to indicate time</i>			
<i>I can ask for and follow very simple instructions and directions</i>			
<i>I can enquire about the price, quantity or measurement of an item</i>			
<i>I can understand prices, quantities and measurements</i>			
<i>I can say when I don’t understand</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date. Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



In general, when speaking with someone who speaks slowly and clearly in a familiar situation...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can make straightforward plans with my friends</i>			
<i>I can make an appointment or invite someone to a party, meeting or other gathering</i>			
<i>I can accept an invitation or make apologies</i>			
<i>I can take part in a simple role play, dialogue or sketch</i>			
<i>I can take part in short straightforward conversations about me and my everyday life</i>			
<i>I can ask someone to speak more slowly or to repeat themselves if I don't understand</i>			
<i>I can order a meal in a restaurant or café</i>			
<i>I can ask someone what they like/dislike and I can agree or disagree with them by saying what I like/dislike</i>			
<i>I get the gist of a conversation taking place around me</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date.
Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



Using very simple and familiar words and phrases...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can introduce myself, my family and my friends</i>			
<i>I can spell my name and other words</i>			
<i>I can say a short, rehearsed statement, e.g. to introduce a podcast, a person or a performance</i>			
<i>I can give thanks or apologise using phrases like “thank you”, “excuse me” and “sorry”</i>			
<i>I can give a short rehearsed talk on topics that are familiar to me, e.g. where I live, my school life, my daily routine, etc.</i>			
<i>I can sing along with songs, or recite poems or rhymes</i>			
<i>I can provide personal details, like my date of birth, nationality, telephone number and address</i>			
<i>I can talk about my likes and dislikes</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date. Use the empty boxes to record other targets you have set and in which you are progressing.

Language: _____



Using simple phrases and sentences...

Descriptor	I have set this as a learning target	I can do this with some help	I can do this independently
<i>I can rehearse and deliver a short talk about a subject I am interested in</i>			
<i>I can describe myself, my family, my home and my surroundings</i>			
<i>I can give simple opinions about my hobbies or interests at school, and give straightforward reasons for these</i>			
<i>I can prepare and give a short summary of the main points of an article, story or film I have studied</i>			
<i>I can describe how something works or give clear instructions about how to do something</i>			
<i>I can prepare and give a short account of a past event or personal experience</i>			

Use this list to think about your progress. Tick (✓) the boxes that apply to you and write in the date. Use the empty boxes to record other targets you have set and in which you are progressing.

Record your intercultural understanding by colouring all the bubbles that apply to you.
Use the empty bubbles to record any other experiences you have.

I can name several different languages and some of the places they are spoken

I know how to greet someone politely in at least two languages

I have researched an important person or event from the history of another country.

I have learned about some traditional celebrations at home and abroad

I have compared pictures of places in different countries with pictures of home

I have compared food from different countries

I have communicated with someone who doesn't speak much English

I have listened to a story from a different country

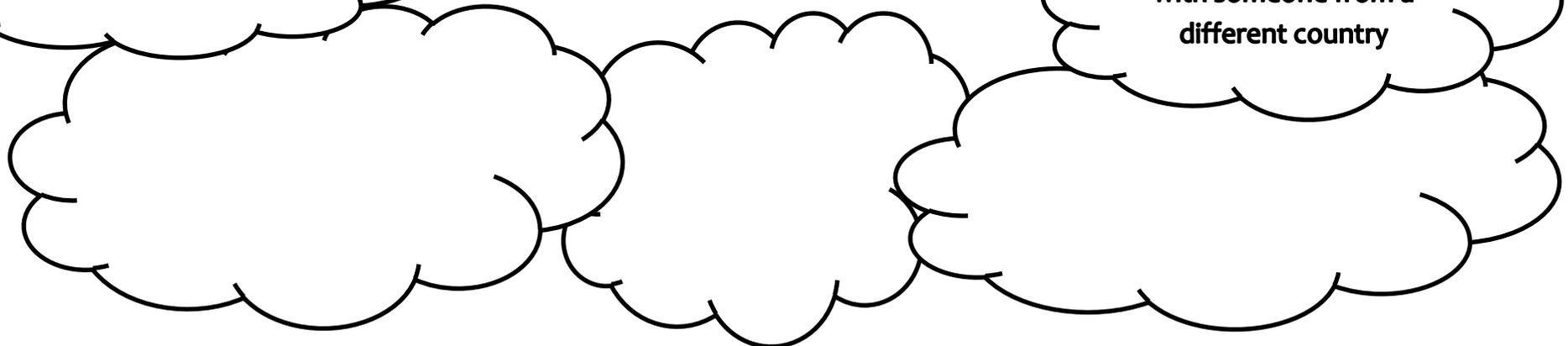
I can share facts about life in a different culture

I have learned a song from a different country



My intercultural understanding

I have made contact with someone from a different country



MY DOSSIER



How to use my dossier

THIS IS YOUR OWN PERSONAL PROPERTY!

- You can start working with your dossier as soon as you start learning a language
- Look at *My Language Biography* (My Language Journey) and *My Language Passport*. Choose pieces of work which demonstrate your ability to do things from those lists.
- Use the *How I Learn Languages* page from *My Language Biography* to write which skills you used.
- At the end of Primary 7, decide which pieces of work best illustrate what you can do in languages. Make sure you include examples of listening and talking, reading and writing work. Add this to your e-portfolio.
- Remember to include work you have done both in and out of school.
- Your teacher can provide you with extra copies of each page if you need them.



Building my dossier = Work in progress. For now, I am collecting my work here.

Language _____

CONTENTS PAGE

	The title of my document	What skills did I use?	Date
1	EXAMPLE: "CHEZ MOI" Writing about where I live	EXAMPLE: Working as a group; planning my work thoroughly; creating my own word bank	15.01.2014
2			
3			
4			
5			



Building my dossier = Work in progress. For now, I am collecting my work here.

CONTENTS PAGE

	The title of my document	What skills did I use?	Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			