

Summary of Contents

Personal Details
The European Language Portfolio

Section 1: Language Passport and Documents

I.1 Language Passport

Practical instructions on how to use the Language Passport and procedure for self-assessment (divider page)

The Language Passport (a separate booklet in passport format)

- Personal details
- Information on use and contents of the Language Passport
- Self-assessment grid
- Overview tables for self-assessment with indications of qualifications and other language learning experiences

II.1 Language Passport Documents

Practical instructions for the listing of qualifications, certificates and attestations (divider page)

- Lists for qualifications, certificates and attestations
- Qualifications and certificates obtained
- Indication of levels of certificates and qualifications supplied by the institutions concerned
- Global Scale for the calibration of school examinations and language certificates (with example)
- Sample form for the description of language examinations passed for certificates and qualifications
- Attestations of language learning experiences (exchange visits, language learning stays, etc.)

Section 2: Language Learning Biography

Practical instructions and suggestions on how to fill in the Language Learning Biography

- Lists of documents (completed checklists and other documents in the Language Learning Biography)
- Language Learning Biography: personal language learning history
- Self-assessment checklists for the different languages
- Information about important linguistic and inter-cultural experiences
- Information about learning programmes and courses followed
- Information about personal language learning objectives

Section 3: Dossier

Practical instructions for collecting and organising pieces of work in the Dossier

- Summary of contents with descriptions of the pieces of work included
- Selection of items of personal work

Sample Forms to copy

Portfolio européen des langues

Le Portfolio européen des langues remplit deux tâches. Il est, à la fois, instrument d'information et compagnon de route pendant l'apprentissage. Il doit, d'une part, informer des connaissances linguistiques et interculturelles d'une manière complète, transparente et comparable au niveau international et, d'autre part, inciter à l'apprentissage des langues et le stimuler. Il s'appuie sur le système de référence pour l'apprentissage des langues, élaboré par le Conseil de l'Europe («Common European Framework of Reference» / «Cadre européen commun de référence»).

Le Portfolio européen des langues est composé de trois parties: le Passeport de langues, la Biographie d'apprentissage et le Dossier.

Le Passeport de langues donne une vision d'ensemble sur l'état actuel des connaissances linguistiques et sur les certificats ou attestations correspondants.

La Biographie d'apprentissage documente l'histoire personnelle d'apprentissage linguistique, renseigne sur l'enseignement linguistique suivi, sur les objectifs personnels d'apprentissage de même que sur les expériences linguistiques et interculturelles marquantes; elle contient des listes de repérage pour l'auto-évaluation.

Le Dossier est un recueil de différents types de travaux personnels qui illustrent clairement les performances atteintes dans les différentes langues.

Le Portfolio européen des langues veut

- favoriser la mobilité en Europe en renseignant sur les qualifications linguistiques d'une manière transparente et permettant de les comparer;
- encourager à étudier les langues étrangères;
- souligner la valeur du plurilinguisme et de la pluriculturalité et contribuer ainsi à améliorer la compréhension réciproque en Europe;
- favoriser l'apprentissage autonome et la capacité de s'auto-évaluer.

Le Portfolio européen des langues aide les apprenants/es à

- évaluer et décrire leurs propres connaissances linguistiques;
- classifier leurs propres connaissances linguistiques selon la description des niveaux de compétences émanant du Conseil de l'Europe;
- approfondir leurs propres expériences scolaires, extra-scolaires et interculturelles pendant l'apprentissage des langues et à les documenter;
- renseigner les personnes intéressées sur leurs connaissances linguistiques au moment de changer d'école, au début d'un cours de langue, d'un nouveau travail ou dans le cadre d'un programme d'échange;
- se fixer des objectifs pour leur apprentissage linguistique et à planifier les étapes successives.

Le Portfolio européen des langues aide les enseignants/es, les écoles et les institutions à

- identifier les nécessités et les motivations des apprenants/es, à fixer avec eux les objectifs et programmes d'apprentissage;
- s'informer sur les précédentes expériences linguistiques scolaires et extra-scolaires des apprenants/es;
- évaluer de manière différenciée et à documenter les performances;
- classifier les attestations d'examen final et les certificats d'après les niveaux de référence établis par le Conseil de l'Europe;
- illustrer leur enseignement linguistique ou les cours de langue et à délivrer des attestations sur les expériences faites pendant l'apprentissage des langues.

Le Portfolio européen des langues aide les entreprises, les services et les employeurs à

- se faire une image différenciée des connaissances linguistiques de leurs collaborateurs ou des candidats aux emplois proposés et à mieux utiliser les ressources linguistiques de leur personnel;
- planifier la qualification du personnel et à programmer les activités internes de perfectionnement et de recyclage;
- attester l'utilisation de langues étrangères au travail et la participation à des séjours de travail ou de perfectionnement.

Das Europäische Sprachenportfolio

Das Europäische Sprachenportfolio erfüllt zwei Aufgaben. Es ist zugleich Informationsinstrument und Lernbegleiter: Es soll einerseits anschaulich, transparent und international vergleichbar über Sprachkenntnisse und interkulturelle Erfahrungen informieren und andererseits für das Sprachenlernen motivieren und beim Sprachenlernen helfen. Es orientiert sich an dem vom Europarat entwickelten gemeinsamen europäischen Referenzsystem für das Sprachenlernen («Common European Framework of Reference» / «Cadre européen commun de référence»).

Das Europäische Sprachenportfolio besteht aus den drei Teilen Sprachenpass, Lernbiografie und Dossier.

Der **Sprachenpass** gibt einen Überblick über den aktuellen Stand der Sprachkenntnisse und die entsprechenden Zertifikate und Bestätigungen.

Die **Lernbiografie** dokumentiert die Geschichte des Sprachenlernens, gibt Auskunft über besuchten Sprachunterricht und über die eigenen Lernziele, informiert über wichtige sprachliche und interkulturelle Erfahrungen und enthält Checklisten zur Selbsteinschätzung.

Das **Dossier** sammelt persönliche Arbeiten unterschiedlicher Art, die anschaulich dokumentieren, welche Leistungen man in verschiedenen Sprachen erbracht hat.

Das Europäische Sprachenportfolio will

- die Mobilität in Europa erleichtern, indem es sprachliche Qualifikationen transparent und vergleichbar dokumentiert;
- zum Lernen von Fremdsprachen ermutigen;
- den Wert von Mehrsprachigkeit und Multikulturalität betonen und zum gegenseitigen Verständnis in Europa beitragen;
- autonomes Lernen und die Fähigkeit zur Selbstbeurteilung fördern.

Das Europäische Sprachenportfolio hilft den Lernenden

- ihre Sprachkenntnisse einzuschätzen und zu beschreiben;
- ihre Sprachkenntnisse den international vergleichbaren Niveaubeschreibungen des Europarats zuzuordnen;
- schulische und außerschulische Erfahrungen beim Sprachenlernen sowie interkulturelle Erfahrungen zu dokumentieren und zu reflektieren;
- Interessierte über ihre Sprachkenntnisse zu informieren, beispielsweise bei einem Schulwechsel, bei Beginn eines Sprachkurses, für ein Austauschprogramm oder bei einer Stellenbewerbung;
- sich Ziele für das Sprachenlernen zu setzen und das weitere Lernen zu planen.

Das Europäische Sprachenportfolio hilft Unterrichtenden, Schulen und anderen Bildungsinstituten

- die Bedürfnisse und Motivationen von Lernenden kennen zu lernen und mit ihnen Lernziele festzulegen und Lernprogramme zusammenzustellen;
- sich über frühere schulische und außerschulische Sprachlernerfahrungen der Lernenden zu informieren;
- Leistungen differenziert zu beurteilen und zu dokumentieren;
- Abschlüsse und Zertifikate den Referenzniveaus des Europarats zuzuordnen;
- ihren Sprachunterricht oder ihre Sprachkurse zu beschreiben und Bestätigungen über Sprachlernerfahrungen auszustellen.

Das Europäische Sprachenportfolio hilft Unternehmen, Dienststellen, Arbeitgeberinnen und Arbeitgebern

- sich ein differenziertes Bild über die Sprachkenntnisse von Mitarbeiterinnen und Mitarbeitern oder von Stellenbewerbern und -bewerberinnen zu verschaffen und deren sprachliche Ressourcen besser zu nutzen;
- die Qualifizierung von Mitarbeiterinnen und Mitarbeitern sowie die innerbetriebliche Aus- und Weiterbildung zu planen;
- Bestätigungen über die Verwendung von Fremdsprachen am Arbeitsplatz und über Arbeits- oder Weiterbildungsaufenthalte auszustellen.

Il Portfolio europeo delle lingue

Il Portfolio europeo delle lingue assolve due compiti. E' strumento di comunicazione e nel contempo accompagna chi ne è in possesso durante il processo di apprendimento della lingua. Da un lato deve informare in maniera completa, trasparente e intercomparabile a livello internazionale sulle conoscenze linguistiche e sulle esperienze interculturali e d'altro lato motivare all'apprendimento delle lingue assumendo una funzione di aiuto. Orienta infine sul sistema di referenza nel campo dell'apprendimento linguistico, elaborato dal Consiglio d'Europa («Common European Framework of Reference» / «Cadre européen commun de référence»).

Il Portfolio europeo delle lingue si compone di tre parti: il Passaporto linguistico, la Biografia di apprendimento e il Dossier.

Il **Passaporto linguistico** offre un quadro d'insieme dello stato attuale delle conoscenze linguistiche, dei rispettivi certificati o delle rispettive attestazioni.

La **Biografia di apprendimento** documenta la propria storia dell'apprendimento linguistico, informa sull'insegnamento linguistico seguito e sui propri obiettivi di apprendimento, su esperienze importanti negli ambiti linguistico e interculturale e contiene le liste di controllo per l'autovalutazione.

Il **Dossier** è una raccolta di lavori personali di diverso genere che documentano in maniera chiara le prestazioni fornite nelle diverse lingue.

Il Portfolio europeo delle lingue vuole

- favorire la mobilità in Europa, documentando in maniera trasparente e intercomparabile a livello internazionale le qualifiche nell'ambito linguistico;
- incoraggiare allo studio delle lingue straniere;
- sottolineare il valore del plurilinguismo e della pluriculturalità, contribuendo così a migliorare la comprensione reciproca in Europa;
- promuovere l'apprendimento autonomo e la capacità di autovalutazione.

Il portfolio europeo delle lingue aiuta chi apprende a

- valutare e a descrivere le proprie conoscenze linguistiche;
- classificare le proprie conoscenze linguistiche secondo la descrizione dei livelli di competenza, emanati dal Consiglio d'Europa, e intercomparabili a livello internazionale;
- riflettere sulle proprie esperienze scolastiche, extrascolastiche e interculturali nel campo dell'apprendimento linguistico e a documentarle;
- informare le persone interessate sulle proprie conoscenze linguistiche al momento di cambiare scuola o di assumere un nuovo impiego oppure all'inizio di un corso di lingue o nell'ambito di un programma di scambio;
- porsi obiettivi per il proprio apprendimento linguistico e a pianificare le tappe successive.

Il Portfolio europeo delle lingue aiuta chi insegna, le scuole e altre istituzioni a

- conoscere le necessità e le motivazioni di chi apprende, a fissare con questi gli obiettivi e i programmi di apprendimento;
- informarsi sulle precedenti esperienze linguistiche scolastiche e extrascolastiche di chi apprende;
- valutare in maniera differenziata e a documentare le prestazioni;
- classificare attestati di esami finali e certificati secondo il livello di referenza stabilito dal Consiglio d'Europa;
- illustrare il loro insegnamento linguistico o i corsi di lingue e a rilasciare attestazioni sulle esperienze fatte nell'ambito dell'apprendimento linguistico.

Il Portfolio europeo delle lingue aiuta aziende, servizi, datrici e datori di lavoro a

- farsi un quadro differenziato delle conoscenze linguistiche delle proprie collaboratrici e dei propri collaboratori o di chi postula un nuovo impiego, oltre a meglio sfruttare le risorse linguistiche del personale;
- programmare la qualificazione di collaboratrici e collaboratori e delle attività interne di aggiornamento e perfezionamento;
- attestare l'uso delle lingue straniere sul posto di lavoro e la partecipazione a soggiorni di lavoro o di perfezionamento, attraverso il rilascio di attestazioni.

The European Language Portfolio

The European Language Portfolio fulfils two functions: it is simultaneously an information tool and an accompaniment to language learning. It should provide information about language proficiency and inter-cultural experiences in a clear, easily comprehensible way, with internationally comparable descriptions. At the same time it should stimulate and help with language learning. It is based on the overall reference system for language learning developed by the Council of Europe ("Common European Framework of Reference" / "Cadre européen commun de référence").

The European Language Portfolio consists of three sections: the Language Passport, the Language Learning Biography and the Dossier.

The **Language Passport** shows at a glance the current level of language proficiency in different languages and the relevant certificates and attestations.

The **Language Learning Biography** summarises the owner's personal language learning history, gives information about language courses followed, personal learning objectives and significant linguistic and inter-cultural experiences, and contains checklists for self-assessment.

The **Dossier** is a collection of pieces of personal work of various kinds which clearly show what one has achieved in different languages.

The European Language Portfolio is intended to

- facilitate mobility in Europe by presenting language qualifications in a clear and internationally comparable way;
- encourage the learning of foreign languages;
- emphasise the value of multi-lingualism and multi-culturalism, and contribute to mutual understanding in Europe;
- promote autonomous learning and the ability to assess oneself.

The European Language Portfolio helps learners to

- evaluate and describe their language proficiency;
- situate their language proficiency on the internationally comparable scale of the Council of Europe;
- document and reflect on their language learning inside and outside school and on their inter-cultural experiences;
- inform anyone concerned about their proficiency in different languages, for example when changing schools, starting a language course, participating in an exchange programme, or applying for a job;
- set personal language objectives and plan further learning.

The European Language Portfolio helps teachers, schools and other training institutions to

- recognise the needs and motivation of learners and help them to set learning goals and put together programmes;
- obtain information about the learners' previous language learning experiences inside and outside school;
- evaluate and document performance on a differentiated scale;
- situate final certificates and qualifications on the scale of the Common European Framework of Reference;
- describe their language programmes and produce attestations of language learning experiences.

The Language Portfolio helps firms, offices and employers to

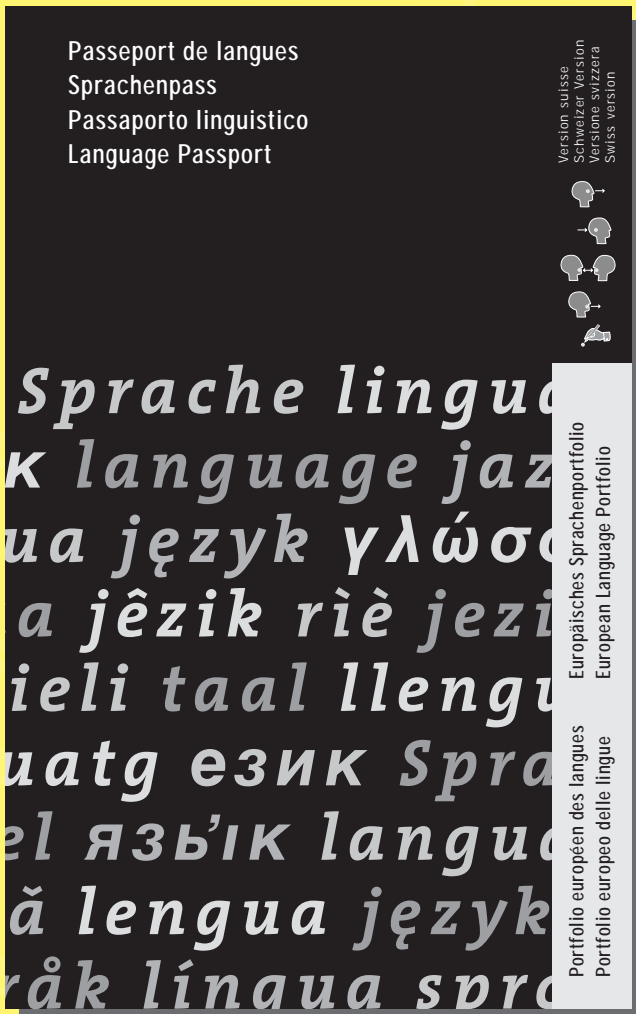
- obtain a differentiated picture of the language proficiency of their employees or job applicants and make better use of their language abilities;
- specify their employees' qualification requirements and plan in-house and external training programmes;
- prepare attestations on the use of foreign languages in the workplace and periods of professional development in other language areas.

Language Passport

The Language Passport gives an overview of your own language competence. It shows what level you have reached in different languages, for what levels you have obtained qualifications, and what language learning experiences you have had outside school.

The small booklet can be taken out and used when you change school, apply for a job, or start a language course. It shows anyone interested the level of your language competence in a clear and easily understandable way.

Your qualifications, certificates and attestations should remain in the Portfolio.



I. 1

I. 1

Self-assessment Grid
Raster zur Selbstbeurteilung
Grille pour l'auto-évaluation
Scheda per l'autovalutazione

The Self-assessment Grid is a table with 6 columns representing language skills: Listening (a), Reading (b), Writing (c), Speaking (d), Grammar (e), and Vocabulary (f). The rows represent proficiency levels: A1, A2, B1, B2, C1, and C2. Each cell contains a list of specific language tasks and a small grid for self-assessment.

2

Self-assessment Checklists
Checklisten zur Selbsteinschätzung
Listes de repérage pour l'auto-évaluation
Liste di controllo per l'autovalutazione

The Self-assessment Checklist for B1 level is a table with 4 columns for skills: Listening (a), Reading (b), Writing (c), and Speaking (d). It lists various tasks such as understanding main points, identifying specific information, and producing short texts. Each task has a corresponding grid for self-assessment.

Language competence overview tables
in the Language Passport
Übersichtstabellen im Sprachenpass
Tableaux récapitulatifs du Passeport
de langues
Tabella di ricapitolazione del Passa-
porto linguistico

The Language competence overview table is a grid with columns for levels A1, A2, B1, B2, C1, and C2. It is used to record the language level achieved in various languages. The table is divided into sections for 'Languages learned in school' and 'Other language learning experiences'.

How do you fill in the Language Passport?

1. Read the Self-Assessment Grid and make a rough estimate of your language levels.

2. Fill in the checklists for the relevant levels (Language Learning Biography, pages 2.3.1–6), in order to check and verify your estimate.

If your competence in some skills (listening, reading, speaking or writing) lies above or below this level, you can check them with the checklist of the next higher or lower level.

The divider for section 2 explains how to use the checklists.




3. Fill in a language competence overview table in the Language Passport for each language. They should be periodically updated.

4. Under "Other language learning experiences", put in the information from page II.1.5 (List of Attestations of Further Language Learning Experiences). You can obtain attestations for such contacts.

5. In the overview table of the Language Passport, indicate the levels of your language certificates and qualifications. Schools and institutions can calibrate their examinations and leaving certificates with the Council of Europe scale (page II.1.3.2).

Self-assessment Grid



	A1	A2	B1	B2	C1	C2
 Understanding Verstehen Comprendere	I can recognise 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 geography, 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.
 Speaking Sprechen Parlare	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 routine tasks requiring a 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 while 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.
 Writing Schreiben Scrivere	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 relating to matters in areas of immediate need. 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 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 listener to notice and remember significant points.
 Understanding Verstehen Comprendere	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 stances 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 with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

List of Attestations of Further Language Learning Experiences
 Verzeichnis der Bestätigungen über weitere Sprachlernerfahrungen
 Liste des attestations d'autres expériences linguistiques
 Elenco degli attestati concernenti altre esperienze linguistiche

Language	Attestation of Further Language Learning Experiences	Date	Signature
German	Language Learning through online courses	10.11.20	[Signature]
German	Participation in a language exchange program	11.11.20	[Signature]
Italian	Participation in a language exchange program	11.11.20	[Signature]

Attestations of language learning experiences

5. List your attestations of significant language learning experiences.

Attestations of Further Language Learning Experiences
 Bestätigungen über Sprachlernerfahrungen
 Attestations concernant les expériences linguistiques
 Attestati concernenti altre esperienze linguistiche

Language	Attestation of Further Language Learning Experiences	Date	Signature
German	Participation in a language exchange program	10.11.20	[Signature]

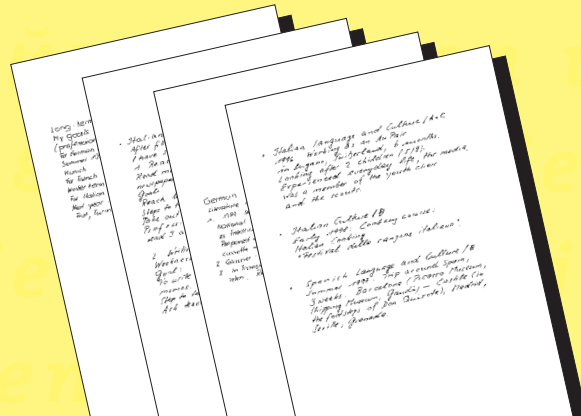
6. Get attestations of language learning activities from schools, institutions or private individuals.

For example:

- Attestation of a school visit abroad
- Attestation of a stay in a foreign language area
- Attestation of hosting a guest from a partner school or institution
- Attestation of a work practice period abroad
- Attestation of participation in a regular exchange of letters
- Attestation of participation in a project
- Attestation of participation in bi-lingual or immersion courses
- Attestation of participation in an exchange programme

You can also put attestations of other language learning experiences in the Portfolio.

Other sample forms
 Weitere Formulare
 Autres formulaires
 Altri formulari



Name of Certificate / Qualification:

Language:

		Qualification
Proficient User Kompetente Sprachverwendung	C2	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.
Utilisateur expérimenté Uso competente della lingua	C1	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.
Independent User Selbstständige Sprachverwendung	B2	Can understand the main ideas of complex texts 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.
Utilisateur indépendant Uso indipendente della lingua	B1	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 while 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 and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User Elementare Sprachverwendung	A2	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.
Utilisateur élémentaire Uso elementare della lingua	A1	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.

Matura
 Kantonschule
 XYZ
 Distinction
 "6"

 Matura
 Kantonschule
 XYZ
 Normal Pass
 "min. 4"

The qualifications mentioned have been calibrated to the Common European Framework / Cadre européen commun de référence on the following basis:

Collective judgement by the teaching staff of the institution concerned.	*	*
Checking the relationship by comparing examples of learner work with the official performance samples for the Framework Levels.	**	
Comparative studies relating the achievement of learners to their results in examinations already calibrated to the Framework.	***	
Scientific study with statistical analysis of comparative data.	****	

School Stamp

Date

Name of Certificate / Qualification:

Language:

		Qualification
Proficient User Kompetente Sprachverwendung	C2	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.
Utilisateur expérimenté Usso competente della lingua	C1	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.
Independent User Selbstständige Sprachverwendung	B2	Can understand the main ideas of complex texts 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.
Utilisateur indépendant Usso indipendente della lingua	B1	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 while 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 and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User Elementare Sprachverwendung	A2	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.
Utilisateur élémentaire Usso elementare della lingua	A1	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.

The qualifications mentioned have been calibrated to the Common European Framework / Cadre européen commun de référence on the following basis:

Collective judgement by the teaching staff of the institution concerned.	*	
Checking the relationship by comparing examples of learner work with the official performance samples for the Framework Levels.	**	
Comparative studies relating the achievement of learners to their results in examinations already calibrated to the Framework.	***	
Scientific study with statistical analysis of comparative data.	****	

School Stamp

Date

Examination Description

The word "certificate" in relation to the Portfolio is defined to include only those qualifications awarded on the basis of an examination.



Name of Certificate : _____
Language : _____
Examining Institution : _____
Date and place Certificate awarded : _____

Please check off the following list. Multiple entries are possible. Give additional information if appropriate.

Type of certificate	<input type="checkbox"/> Language Certificate (e.g. FCE, DELF / DALF, ICC / WBT etc.) <input type="checkbox"/> Language assessment accounted for only part of the certificate (e.g. Baccalaureate, Professional qualification, University degree etc.)
Test papers	<input type="checkbox"/> Oral assessment (Duration: _____) <input type="checkbox"/> Written papers (Duration: _____)
Oral assessment	<input type="checkbox"/> Interview <input type="checkbox"/> Group interaction
Oral assessment consisted of	<input type="checkbox"/> Short talk plus discussion <input type="checkbox"/> Discussion of one of a number of given topics <input type="checkbox"/> Answering questions <input type="checkbox"/> Other : _____
Written papers consisted of	<input type="checkbox"/> Listening comprehension of authentic audio recordings <input type="checkbox"/> Listening comprehension of authentic video recordings <input type="checkbox"/> Listening comprehension of : _____ <input type="checkbox"/> Reading comprehension of literary texts <input type="checkbox"/> Reading comprehension of factual texts <input type="checkbox"/> Writing <input type="checkbox"/> "Composition" <input type="checkbox"/> Commentary on texts. Putting a point of view <input type="checkbox"/> Other : _____ <input type="checkbox"/> Further written papers <input type="checkbox"/> Grammatical exercises <input type="checkbox"/> Vocabulary exercises <input type="checkbox"/> Translation into target language <input type="checkbox"/> Other : _____
Support during written papers	<input type="checkbox"/> Use of a dictionary allowed <input type="checkbox"/> Use of a dictionary not allowed
Supplementary information about the exam	<input type="checkbox"/> Mock tests available <input type="checkbox"/> Leaflets and information brochures available <input type="checkbox"/> Further information available from the following address : _____ _____ _____ _____

Description prepared by : _____
on : _____
Signature : _____

Attestation



Attestation of a Language Learning Stay Abroad
Bestätigung über einen Aufenthalt im fremden Sprachgebiet
Attestation de séjour linguistique dans une région de langue étrangère
Attestato di soggiorno linguistico in una regione di lingua straniera

Language
Sprache
Langue
Lingua

In
Aufenthalt in
Séjour à
Soggiorno a

from
in der Zeit vom
du
dal

to
bis
au
al

Type of stay
Art des Aufenthalts
Type de séjour
Tipo di soggiorno

- attending a state / private school
Besuch einer öffentlichen oder privaten Schule
fréquentation d'une école publique / privée
frequenza di una scuola pubblica / privata
- attending a language school
Besuch einer Sprachschule
fréquentation d'une école de langues
frequenza di una scuola di lingue
- staying as a guest in a family (perhaps on a holiday exchange programme)
als Gast in einer Familie (evtl. Ferienaustausch)
comme hôte dans une famille (év. échange pendant les vacances)
come ospite in una famiglia (ev. scambio durante le vacanze)
- short-term work experience
Praktikum
stage
stage
- work experience
Arbeitsaufenthalt
séjour professionnel
soggiorno professionale
- other
Anderes
autre
altro

Comments
Bemerkungen
Remarques
Osservazioni

.....

.....

.....

.....

.....

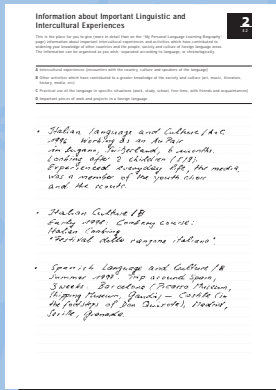
.....

.....

Place / Date
Ort / Datum
Lieu / Date
Luogo / Data

Stamp of School / Institution / family
Stempel der Schule / Institution / Familie
Timbre de l'école / institution / famille
Timbro della scuola / istituzione / famiglia

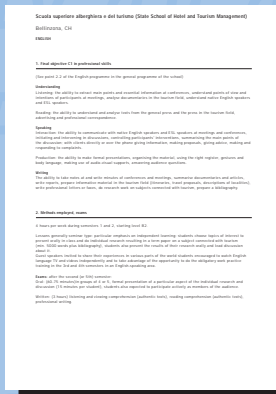
Information about Important Linguistic and Intercultural Experiences
Informationen über wichtige sprachliche und interkulturelle Erfahrungen
Informations sur les expériences linguistiques et interculturelles marquantes
Informazioni su importanti esperienze linguistiche e interculturali



Describe significant linguistic and intercultural experiences

4. This page gives suggestions as to how you can briefly show what you have done in the different languages, and what contacts, activities and projects have helped you to develop your linguistic and intercultural competence.

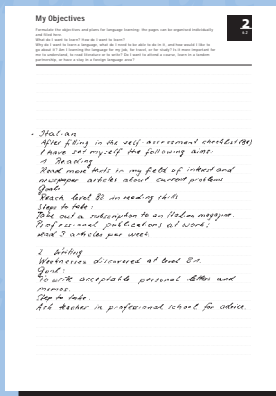
Information about Foreign Language Teaching in Schools and Language Courses
Informationen über den Fremdsprachenunterricht an Schulen und in Sprachkursen
Informations sur l'enseignement des langues étrangères dans les écoles et les cours de langue
Informazioni sull'insegnamento delle lingue straniere in scuole e corsi di lingua



Information about foreign language teaching in schools and language courses

5. School and course representatives give information about their course objectives and programmes. Page 2.5 suggests what to include in such descriptions.

My Objectives
Meine Ziele
Mes objectifs
I miei obiettivi

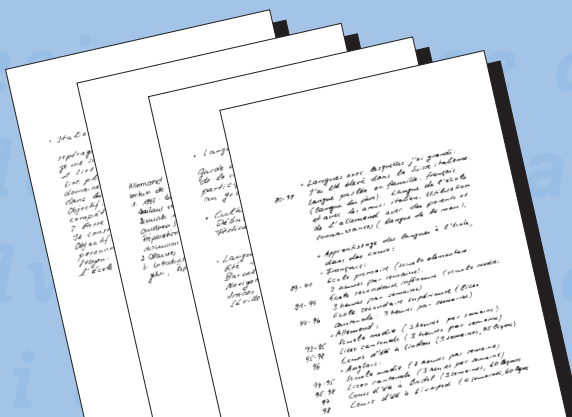


Describe learning objectives

6. What do I want to learn and how? What do I want to concentrate on, in which areas do I want to make progress, in which languages do I want to reach which level? Page 2.6.2 helps you to make your objectives clear, to consider how these objectives can be reached and to plan your next steps.

Other forms can be developed and added to your Language Learning Biography for further important information and for special purpose teaching and learning programmes.

Other sample forms
Weitere Formulare
Autres formulaires
Altri formulari



Self-assessment Checklist

Level **A1**

2
3.1

Language: _____

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 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level A1.



Listening

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.

Me	My teacher / another	My objectives
----	----------------------	---------------

1	2	3



Spoken Interaction

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 gestures 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.

1	2	3



Spoken Production

I can describe where I live.

1	2	3

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
Spoken Production	1	2	3
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.			
Strategies	1	2	3
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.			
Language Quality	1	2	3
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.			
Reading	1	2	3
I can read a very short message about a concrete event and understand what happened when and where.			
I can identify important information in messages or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.			
I can understand a very short narrative on everyday topics if written in simple language.			
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			
I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.			
I can understand advertisements where firms present new products or make special offers and understand the main points.			
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.			
I can identify some pieces of information in short, simple, factual texts (for example the results in the sports section of a newspaper) and understand some expressions, for example in the illustrated weather forecast.			



Spoken Production

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.

Strategies

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.

Language Quality

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.



Reading

I can read a very short message about a concrete event and understand what happened when and where.

I can identify important information in messages or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.

I can understand a very short narrative on everyday topics if written in simple language.

I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.

I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.

I can understand advertisements where firms present new products or make special offers and understand the main points.

I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.

I can identify some pieces of information in short, simple, factual texts (for example the results in the sports section of a newspaper) and understand some expressions, for example in the illustrated weather forecast.

b Self-assessment Checklist

Level **A2**

2
3.2

Language: _____

Use the following symbols:

In columns 1 and 2


✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).			
I can understand instructions if they consist of single sentences or if they are illustrated (for example safety instructions in a hotel room or on the train).			
I can understand simple user's instructions for equipment (for example, a public telephone).			
I can understand feedback messages or simple help indications in computer programmes.			
I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.			
 Writing	1	2	3
I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).			
I can write a very simple personal letter inviting or thanking somebody.			
I can explain where I live and how to get there.			
I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.			
I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).			
I can write simple sentences, connecting them with words such as "and", "but", "because".			
I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I have a sufficiently large vocabulary to give general information about myself and my everyday life.			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			

a Self-assessment Checklist

Language: _____

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 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B1.



Listening

	Me	My teacher / another	My objectives
	1	2	3
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.			



Spoken Interaction

	Me	My teacher / another	My objectives
	1	2	3
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.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
Spoken Production	1	2	3
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.			
Strategies	1	2	3
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".			
Language Quality	1	2	3
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.			



Spoken Production

- 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.

Strategies

- 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".

Language Quality

- 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.

b Self-assessment Checklist

Language: _____

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*



Reading

	Me	My teacher / another	My objectives
	1	2	3
I can understand the main points in short newspaper articles about current and familiar topics.			
I can read and sufficiently understand factual texts written in a simple language and for a wide public and which deal with topics within my field of interest or my area of academic or professional speciality.			
I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.			
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.			
I can skim short texts (for example short messages) and find relevant facts and information (for example who has done what and where).			
I can extract relevant information from short official texts meant for the public (for example school rules or municipal regulations).			
I can understand the most important information in short simple everyday information brochures.			
I can understand simple messages and standard letters (for example from businesses, clubs or authorities).			
In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.			
I can recognise the most important standard letters (for example in a computer correspondence programme) and understand them well enough to adapt them to my needs.			
I can understand literary texts with a basic vocabulary and a simple straightforward plot.			
I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
	1	2	3
 Writing			
I can write on topics which are familiar to me or which interest me personally in a simple and clearly structured way.			
I can write straightforward connected texts on a range of topics within my field of interest and can express personal views and opinions.			
I can write short simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.			
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			
I can describe in a personal letter the plot of a film or a book or give an account of a concert.			
In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.			
I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).			
I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.			
I can write my CV in summary form.			
I have a sufficiently large range of vocabulary to write on most topics concerned with my everyday life (family, interests) in a relatively fluent and easily comprehensible way.			
I can write texts on topics which are familiar to me, highlighting the points which I consider important.			

a Self-assessment Checklist

Language: _____

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 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B2.



	Me	My teacher / another	My objectives
Listening	1	2	3
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.			



Spoken Interaction	1	2	3
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 fields of interest.			
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.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
Spoken Production	1	2	3
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
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.			
Strategies	1	2	3
I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while 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.			
Language Quality	1	2	3
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.			



Spoken Production

- I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- 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.

Strategies

- I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.
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Language Quality

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b Self-assessment Checklist

Language: _____

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*



Reading

	Me	My teacher / another	My objectives
	1	2	3
I can read independently and make selective use of the relevant reference works.			
I can read a variety of factual and literary texts and summarise the content orally, commenting on the main topics and the different points of view.			
I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
I can read longer articles on current topics, distinguishing between facts, opinions and conclusions.			
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.			
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.			
I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.			
I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.			
I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.			
I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.			
I can scan factual texts written for a wide public (for example the history of aviation), select the relevant parts and, given the use of a dictionary, read them in detail.			
I can read novels, plays and short stories, following the flow of thoughts and actions and thus understanding the overall meaning and many details.			
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
	1	2	3



Writing

I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.

I can write summaries of articles on topics of general interest.

I can summarise information from different sources and media.

I can discuss or debate a topic in a composition, giving reasons for or against a specific point of view and explaining the advantages and disadvantages of different alternatives.

I can systematically discuss a topic in a composition or report, emphasising decisive points and including supporting details.

I can express a viewpoint in a working paper or a dossier and can briefly list positive and negative points.

I can write fairly long and easily comprehensible stories.

I can write about events and real or fictional experiences in a detailed and easily comprehensible way.

I can write a short review of a film or a book.

I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.

I can write a letter to the editor making a statement in favour of or against a point of view.

I can write on topics within my field of interest in an easily comprehensible and generally correct way.

I have a relatively large vocabulary which enables me to write on everyday topics and topics within my field of interest in a detailed way.

a Self-assessment Checklist

Language: _____

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 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level C1.



Listening

	Me	My teacher / another	My objectives
	1	2	3
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.			



Spoken Interaction

	1	2	3
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.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

Me	My teacher / another	My objectives
----	----------------------	---------------



Spoken Production

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.

Strategies

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 while 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.

Language Quality

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 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.

	1	2	3
Spoken Production			
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.			
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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 while thinking.			
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Language Quality			
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 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.			

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*

	Me	My teacher / another	My objectives
Language Quality	1	2	3
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.			
Reading	1	2	3
I can recognise plays on words and appreciate texts whose real meaning is not explicit (for example irony, satire).			
I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.			
I can grasp fine stylistic differences and implicit meanings in articles and books.			
I can understand manuals, regulations and contracts even within unfamiliar fields.			
I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).			
I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.			
I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
I can read avant-garde texts where the connections are sometimes hidden and the themes are not always clearly defined.			



Reading

b Self-assessment Checklist

Language: _____

Use the following symbols:

In columns 1 and 2

✓ *I can do this under normal circumstances*

✓✓ *I can do this easily*

In column 3

! *This is an objective for me*

!! *This is a priority for me*



Writing

I can write well structured and easily comprehensible reports and articles on complex topics.

In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.

I can write a well structured review of a paper or a project giving reasons for my opinion.

I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).

I can write summaries of factual texts and literary works.

I can write narratives about experiences in a clear, fluent style appropriate to the genre.

I can write clear, well structured complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.

In a letter I can express myself in a consciously ironical, ambiguous and humorous way.

I can express slight nuances of meaning and consciously exploit ambiguity and the connotation of particular expressions.

I can reformulate ideas in a flexible way in order to hold the reader's attention, by using a variety of linguistic techniques to highlight or express something in a different way.

	Me	My teacher / another	My objectives
	1	2	3
I can write well structured and easily comprehensible reports and articles on complex topics.			
In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.			
I can write a well structured review of a paper or a project giving reasons for my opinion.			
I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).			
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I can write clear, well structured complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.			
In a letter I can express myself in a consciously ironical, ambiguous and humorous way.			
I can express slight nuances of meaning and consciously exploit ambiguity and the connotation of particular expressions.			
I can reformulate ideas in a flexible way in order to hold the reader's attention, by using a variety of linguistic techniques to highlight or express something in a different way.			

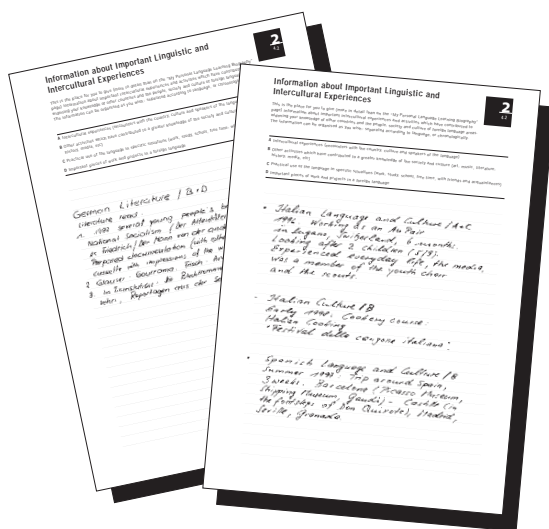
Information about Important Linguistic and Intercultural Experiences

Examples for page 2.4.2

This is the place for you to give (more in detail than on the "My Personal Language Learning Biography" page) information about important intercultural experiences and activities which have contributed to widening your knowledge of other countries and the people, society and culture of foreign language areas. The information can be organised as you wish: separated according to language, or chronologically.

- A Intercultural experiences (encounters with the country, culture and speakers of the language)
- B Other activities which have contributed to a greater knowledge of the society and culture (art, music, literature, history, media, etc)
- C Practical use of the language in specific situations (work, study, school, free time, with friends and acquaintances)
- D Important pieces of work and projects in a foreign language

Examples from various learners



German, French / C

Micro-technology studies in Lausanne, Switzerland. Regular reading of specialised literature in German and French.

French / D

Autumn 1997: Participated in a story-telling workshop. (See attestation)

We wrote stories, told them and acted them out. (See videocassette in the Dossier)

Italian Language and Culture / A+C

1996: Worked as an Au Pair in Lugano, Switzerland, 6 months. Looking after 2 children (5 / 9). Experienced everyday life, the media, was a member of the youth choir and the scouts.

German Literature / B+D

Literature read:

1. 1997: several young people's books about National Socialism (Der Attentäter / Damals war es Friedrich / Der Mann von der anderen Seite). Prepared documentation (with others). Recorded a cassette with impressions of the works (See Dossier).
2. Glauser: Gourrama. Frisch: Andorra.
3. In Translation: Die Blechtrommel, Billard um halb zehn, Reportagen aus der Schweiz.

Spanish Language and Culture / B

Summer 1997: Trip around Spain, 3 weeks. Barcelona (Picasso Museum, Shipping Museum, Gaudi) – Castille (in the footsteps of Don Quixote), Madrid, Seville, Granada.

German, French, English / C

Summer 1997: Worked in a hotel, 6 weeks. Regularly spoke German, French and English (in addition to my native language, Italian).

Italian History / B

History course at the lycée (native language). Seminar "Italy under Fascism". Seminar paper on "Neo-fascist Groups in Italy"

Italian Culture / B

Early 1998: Cookery course: Italian Cooking. "Festival della canzone italiana."

Description of stays in foreign language areas

The information should deal above all with specific intercultural experiences during an exchange or a stay in a foreign language area. Here are some suggestions as to how you can describe and comment on observations, events and experiences which you have found interesting, unfamiliar, strange or worthy of notice.

1. Describe your expectations before the stay:

What do I expect from the stay (from the host family, from my studies, from my work, from other people)?

How will I make contacts and take advantage of the stay to find out as much as possible about the area and its people?

2. Note down your first impressions:

After a week or two (depending on the length of your stay) take time to describe and evaluate one or more important observations, an instructive experience or event.

Why is the observation significant? What is special about it?

3. Keep a record of development:

At regular intervals (for example every 5–6 weeks) look over your earlier notes (for example "first impressions" and "expectations before the stay", and express how you now judge your earlier observations and comments.

What do I now see or assess differently?

4. For your notes and descriptions use pages which you can then keep as documents in your Learning Biography.

Information about Important Linguistic and Intercultural Experiences



This is the place for you to give (more in detail than on the “My Personal Language Learning Biography” page) information about important intercultural experiences and activities which have contributed to widening your knowledge of other countries and the people, society and culture of foreign language areas. The information can be organised as you wish: separated according to language, or chronologically.

- A Intercultural experiences (encounters with the country, culture and speakers of the language)
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 - C Practical use of the language in specific situations (work, study, school, free time, with friends and acquaintances)
 - D Important pieces of work and projects in a foreign language
-

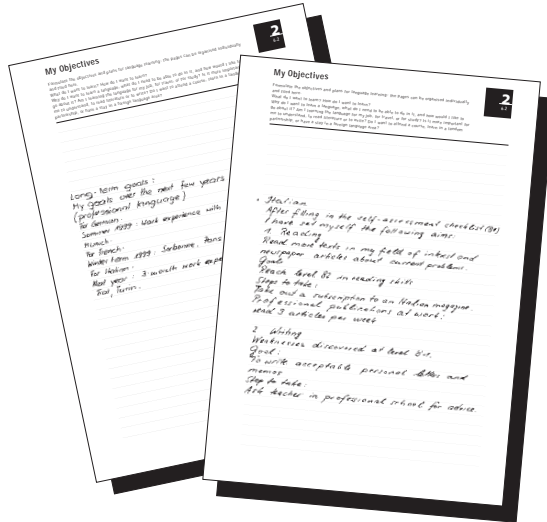
A series of horizontal dotted lines for writing.

Formulate the objectives and plans for language learning: the pages can be organised individually and filed here.

What do I want to learn? How do I want to learn?

Why do I want to learn a language, what do I need to be able to do in it, and how would I like to go about it? Am I learning the language for my job, for travel, or for study? Is it more important for me to understand, to read literature or to write? Do I want to attend a course, learn in a tandem partnership, or have a stay in a foreign language area?

Examples from various learners



German Objectives for the new school term

Speaking: During the lunch breaks speak only German to Hans (Wednesday, Friday).

Reading: Read 2 books outside the programme.

Do what I enjoy doing more often (= regularly), watch Derrick on TV.

Italian After filling in the self-assessment checklist (B1) I have set myself the following aims:

Reading:
Read more texts in my field of interest and newspaper articles about current problems.

Goal:

Reach level B2 in reading skills.

Steps to take:

Take out a subscription to an Italian magazine.

Professional publications at work: read 3 articles per week.

Writing:

Weaknesses discovered at level B1.

Goal:

To write acceptable personal letters and memos.

Step to take:

Ask teacher in professional school for advice.

Long-term goals

My goals over the next few years at work (professional language)

For German:

Summer 1999: Work experience with BMW in Munich.

For French:

Winter term 1999: Sorbonne, Paris.

For Italian:

Next year: 3-month work experience with Fiat, Turin.

French Brushing up my skills in French

Why:

To be able to participate in multi-lingual meetings and follow the contributions in French.

What:

Improve my listening comprehension.

Steps to take:

Find out about suitable listening material for independent study.

While driving listen only to the French-Swiss programme.

Watch the news only on the French-Swiss TV and a feature film

twice a week.

Dossier

In the Dossier pieces of your work and other documents can be collected or assembled for a specific purpose.

Documents can be included which show your learning process as well as pieces of work which show the present level of your language competence.

You, the owner of the Portfolio, decide which pieces of work you want to include in the Dossier and which ones you may later wish to remove.

3
1

List of Pieces of Work
Verzeichnis der Arbeiten
Liste des travaux
Elenco dei lavori

List of pieces of work in the Dossier			
No.	Description of work	Language	Date
1	Report on piece of group work	French	14.03.98
2	Book review	French	7.4.98
3	Personal letter	French	5.10.98
4	Oral presentation (written transcript)	French	20.2.99
5	Conversation about festivals (audio recording)	French	16.7.99
6	Two family and hobbies	German	28.4.98
7	Short story	German	20.6.98
8	Essay on the subject 'Kommunikation'	German	18.10.98
9	Written comment on a newspaper article	German	2.3.99
10	Dialogue about a newspaper article (checklist)	German	21.10.99

List the documents collected

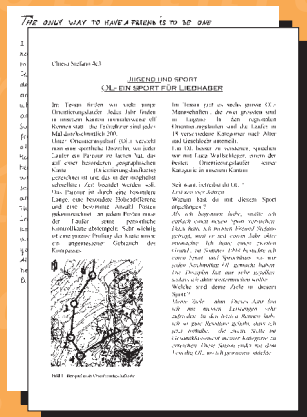
The dossier holds a collection of personal work which clearly documents what you have achieved in the different languages:

- Written work
- Project work
- Cassette recordings
- Videos

The collection of work should be periodically updated.

You can also keep pages from the Language Learning Biography (for example checklists) in the Dossier.

Examples of work
Beispiele von Arbeiten
Exemples de travaux
Esempi di lavori



drei tre trois three три три tre kolm
trei tres trzy тρια három tre très t
tøi tres tríje tri üç tre tři kolme dr
tre trÿs trais три drei tre trois thr
три три tre kolm trei tres trzy тρια
három tre très tøi tres tríje tri üç
tre tři kolme drie tre trÿs trais три
drei tre trois three три три tre kolm
trei tres trzy тρια három tre très t
tres tríje tri üç tre tři kolme drie t
trÿs trais три drei tre trois three t
три три tre kolm trei tres trzy тρια
három tre très tøi tres tríje tri üç

