

# LinguaFolio

# NEBRASKA



Name: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Language/Level: \_\_\_\_\_

## Users Guide

The Nebraska Portfolio is intended for use by students in PreK-16 world language classrooms. This portfolio demonstrates what students know and can do in a language other than their first language. It is an instrument for students and measures their language growth over time.

This student portfolio consists of the following three sections:

- My Language Journey—Reflective analyses on the process of learning language
- Passport—Checklists identifying language knowledge, skills, cultural understanding, and proficiency levels
- Dossier of Evidence—Collection of examples of students' best work

The Nebraska Portfolio should be used at the educator's discretion. Teachers are encouraged to adapt it to their own classroom situation. As an assessment tool, the portfolio can be shared with parents, other educators, administrators, guidance counselors, college admission personnel, and prospective employers.

## Acknowledgments

**Nebraska Department of Education:** **Vickie Scow**, Director of World Languages Education  
**Mardi North**, Staff Assistant, World Languages Education

**University of Nebraska-Lincoln:** **Ali Moeller**, LinguaFolio Project Grant/Research Director

**Thanks to the Nebraska World Languages Portfolio Task Force:**

**Marie Trayer**, Facilitator, IN-VISION Project, Omaha  
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**Stephanie Iwan Flamme**, Logan View Jr/Sr High School  
**Marlene Knobbe**, Guardian Angels Elementary-West Point  
**Ali Moeller**, University of Nebraska-Lincoln  
**Rita Ricaurte**, Nebraska Wesleyan University, Lincoln  
**Roberta Slaughter**, Chappell Public Schools  
**Sue Smith**, Lincoln Public Schools  
**Bryan Watkins**, Omaha Burke High School  
**Sharon Watts**, Creighton University, Omaha

## Resources

**ACTFL Proficiency Guidelines-Speaking**, American Council on the Teaching of Foreign Languages, Revised 1999. < <http://www.actfl.org>>

**European Language Portfolio**, Council of Europe, Language Policy Division, 1998. <<http://www.coe.int>>

**Nebraska World Languages PreK-16 Initiative**, Nebraska Department of Education, 2003.  
<<http://www.nde.state.ne.us/FORLG/>>

# My Language Journey



Welcome to the first step of your language journey! The journey section of your portfolio will be a journal. This language journal will accompany you during the entire course of your language studies. Like other students around the world, you will have the opportunity to record your language progress, set new goals, and document your language abilities.

## Language In My Family and Community

### Language(s) I Use With My Family, Friends, and Relatives

	Languages I know	Spoken how long?	Where? (home, school, camp, etc.)
1			
2			
3			
4			
5			
6			

### Languages That I Explored

Did I explore any other languages in elementary/middle school, at camp, at a club after school, mission work, etc. where a language other than English was spoken?

	Which language?	Where e.g. camp, class, travel?	What grade level?	Hours per week?
1				
2				
3				
4				
5				
6				

### Contacts I Had With Individuals From Other Countries

	Record experiences with pen pals, trips /vacations, study abroad students, cross-cultural projects, etc.
1	
2	
3	
4	
5	
6	



# What About Me?

## Tips, Strategies, Methods

(Ideas and hints are available in Appendix 1 and Appendix 2)

<b>• How I organize my work</b>	<b>Grade/Date</b>
<b>• How I learn vocabulary</b>	<b>Grade/Date</b>
<b>• How I improve my pronunciation</b>	<b>Grade/Date</b>
<b>• How I develop and evaluate my listening skills</b>	<b>Grade/Date</b>
<b>• How I develop and expand my reading comprehension</b>	<b>Grade/Date</b>
<b>• How I evaluate and develop my own writing skills</b>	<b>Grade/Date</b>
<b>• How I acquire and anchor my grammar skills</b>	<b>Grade/Date</b>

## APPENDIX 1

### What about Me?

Everyone learns in a different way. Here are some examples and ideas to try in order to see what fits best for you. Sometimes you need to exchange ideas with others and experiment. Below is a list of ideas and exercises.

#### Organizing Work

- I organize my work space.
- I check to see that I have everything in my backpack.
- I keep a day planner and assignment folder.
- I plan my workweek.
- I have the right supplies for my class.
- I have scheduled study time.
- I set goals and periodically review them to see that I achieve them.

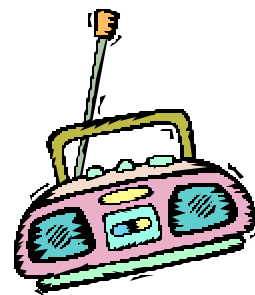


#### Learning Vocabulary

- I make and use flashcards.
- I use my text and dictionary as a resource.
- I group words by themes.
- I form new words from routes, e.g. power-powerful
- I look for words that have antonyms, e.g. tall-short
- I look for words that have a similar meaning, e.g. big, large tall. Then I determine which word fits where.

#### Pronunciation

- I repeat, imitate, and learn sounds, words, and phrases. (Cassettes, CDs)
- I speak and record words and sentences and compare with the original.
- I practice intonation and pronunciation by listening to radio and television
- I memorize short texts and present them to a friend who helps me with cues, prompts, and pronunciations.
- I use the phonetic alphabet in the dictionary to pronounce new words.

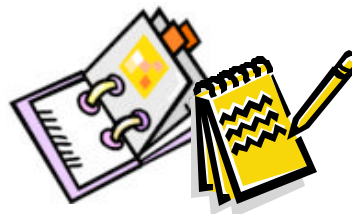


#### Developing and Evaluating Listening Skills

- I determine if I should listen for all details or if it will suffice to get the general gist.
- I identify key words for meaning.
- I take notes from listening and jot down things I don't understand to clarify later.

#### Reading Comprehension

- I know the purpose of my reading, e.g. reading for pleasure, for information, for knowledge, for general comprehension, etc.
- Based on the type of text I am reading, I know how to use the dictionary and the appropriate grammar resources to read for meaning.
- I take notes.
- I record words and idioms that I want to learn.
- I summarize the content of important text.



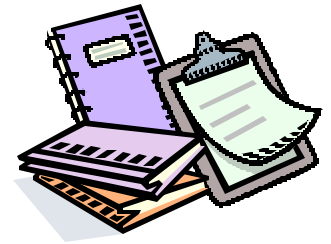
### Editing and Proofreading My Own Writing

- I determine what I will write about and support and develop this idea with details that keeps the readers reading.
- I organize my writing so that there is order, presentation, or internal structure so that it guides the reader purposefully through the text.
- I consider the voice of my writing so that the text is lively, expressive, and engages the reader.
- I choose the best words and check to see that I am using them correctly. I can use synonyms and antonyms to lend variety to my writing.
- I review the sentence structures to make sure that there is an easy flow and that the sentence makes sense.
- I check to see that my errors are non-existent or minimal so the reader is not distracted or confused.



### Acquiring and Anchoring Grammar Skills

- I know where the grammar rules are summarized and explained in my text.
- I can explain the grammar rules in my own words.
- I paraphrase grammar words in my notebook.
- I find examples for each grammar rule.
- I look up unfamiliar grammar structures while reading.
- I compose a list of frequent mistakes that I make and I correct them.



### Recognition of the Unique Circumstances of Language Learning

- I understand that not everything can be translated word for word.
- I understand that I have to remember frequently used, common idioms.
- I have to collect proverbs and idioms.

**Can I add anything to these lists?**

## APPENDIX 2

### What I Do To Increase My Language Skills Outside of the Classroom

Complete the following survey and check the appropriate box according to the scale below:

4 – frequently      3 – sometimes      2 – seldom      1 – never

	4	3	2	1
I work with a textbook				
I use supplementary materials and media that support and accompany the text book, e.g. cassettes, CDs, computer programs, web sites				
I decipher posters, signs, and labels in my everyday life				
I memorize rhymes, verses, and songs				
I read children's and adolescent's books				
I play computer games				
I read newspapers and magazines				
I listen to the radio and glean specific information				
I hear pop songs and/or video clips and try to understand the language				
I attend theater productions				
I watch ads and understand what they want to sell				
I watch video/films for information and/or entertainment				
I work with diagrams, statistics and graphic organizers in the language				
I use the internet and CDs to locate resources and use information				
I read excerpts from literary works				
I read a complete works of literature, e.g. novels, plays				
I record my new vocabulary in a notebook or keep a file of flashcards				
I review and correct my writing				
I work together with teams or groups or others				
I use and test my language skills with native speakers				
I communicate with someone in another country				
I participate in a cross-cultural or international project				
I conduct interviews outside of school related to a project				
I converse with friends on the telephone				
I purchase something using the language				
I order a meal in a restaurant using the language				
I contact an individual and kept the conversation going				
I use resources in the other language to be used in other classes (math, science, etc.)				
I serve as a translator				
I write dictations in the language				
I complete fill-in-the-blank exercises				
I rewrite, continue, and finish texts in my own words				
I write text about my city and hobbies				
I write and report about my experiences or adventures				
I write about myself or another person				
I write short personal notes or e-mails to friends				
I summarize the content of films, texts, radio, and TV programs				
I write about my own opinions and thoughts				
I write short poems, skits, and stories				
I write an autobiography				
I write letters of application				

## Introduction to the Passport



This *Language Passport* describes the level of proficiency reached in all languages spoken by the holder of the Passport.

Language knowledge and skills are measured according to competency levels for the teaching and learning of world languages as adapted from the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines, the Nebraska Foreign Language Frameworks, the Nebraska K-16 Foreign Language Frameworks, and the Council of Europe. The *Language Passport* also contains information regarding the type and length of language learning, language immersion events, language

certificates, diplomas and awards, and other experiences with languages such as those involving volunteer opportunities, jobs, language fairs, etc.

The student may use this *Language Passport* to illustrate a level of proficiency and experience with the language(s). It can also inform interested parties of the individual's language abilities when changing educational levels, schools and/or educational institutions, as well as in job-related situations.



# Self Assessment of Competency Level

		NOVICE		INTERMEDIATE		ADVANCED	
		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
<b>INTERPRETIVE</b>	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.	I can understand phrases and the commonly used vocabulary related to areas of 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 main points in a conversation on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of 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 programs. I can understand the majority of films in standard language.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs 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 notes, posters or in catalogs.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, menus, and schedules and I can understand short simple personal letters.	I can understand texts that consist mainly of 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 specialized 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 languages, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.
<b>INTERPERSONAL</b>	Speaking (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 am 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 cannot usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise when traveling 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, and support my views.	I can express myself fluently and spontaneously without obviously 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 contributions skillfully 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 have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Speaking (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. 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 formulating an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context with an effective logical structure which helps the recipient notice and remember significant points.
<b>PRESENTATIONAL</b>	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 that conveys information or gives 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 key 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 that present a case with an effective logical structure, which helps the recipient notice and remember significant points. I can write summaries and reviews of professional or literary works.

## Self-Assessment Checklist

Check the appropriate 0-100 scale box to indicate your level of language ability, with 0 meaning no ability and 100 meaning very high ability (near native speaker).

<b>LISTENING</b>		Date	Date	Date
<b>NOVICE</b> Beginning 1	I can understand when someone speaks very slowly and carefully to me, if I have time to think. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand carefully phrased questions and instructions and I can follow short simple directions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand numbers, prices and times. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>NOVICE</b> Beginning 2	I can understand what is said clearly, slowly and directly to me in simple everyday conversation with persons accustomed to non-native speakers. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can catch the main point in short, clear, simple messages and announcements. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 1	I can follow clear everyday conversation, though I sometimes have to ask for repetition. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can listen to a short narrative and form hypotheses about what will happen next. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand the main points of radio news bulletins and TV programs and simpler recorded material on topics of personal interest when the delivery is relatively slow and clear. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 2	I can understand in detail what is said to me in standard spoken language. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 1	I can follow extended, informal speech. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand idiomatic expressions and slang. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand information from public announcements, e.g. at a sports event, in the airport. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand complex, technical information, e.g. product information and operating instructions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand films, which contain idiomatic usage and slang. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 2	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. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			

## Self-Assessment Checklist

Check the appropriate 0-100 scale box to indicate your level of language ability, with 0 meaning no ability and 100 meaning very high ability (near native speaker).

<b>READING</b>		Date	Date	Date
<b>NOVICE</b> Beginning 1	I can understand basic information found in newspapers and written documents such as age, name, date, time, place, etc. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand a questionnaire (license, passport, hotel registration form) well enough to give the most important information about myself (name date of birth, nationality). <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can follow short simple written directions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand short simple written messages, postcards, holiday greetings, etc. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>NOVICE</b> Beginning 2	I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand short narratives about everyday things dealing with topics, which are familiar to me if the text is written in simple language. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can skim newspapers and written documents and identify pieces of information important to me. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 1	I can understand the main points in short newspaper articles about current and familiar topics <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where). <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand the plot of a clearly structured story and recognize what the most important episodes and events are and what is significant about them. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 2	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. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can read and understand articles and reports that suggest specific attitudes and points of view <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 1	I can understand advanced texts and summarize them orally. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can read and understand any correspondence with occasional use of a dictionary. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can read and understand contemporary literary texts with ease. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can recognize the social, political, or historical background of a literary work. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand in a narrative or play implicit meanings, ideas and connections, as well as motives for characters' actions and their consequences in the development of the plot. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 2	I can recognize plays on words and appreciate texts whose real meaning is not explicit. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand texts containing many idiomatic expressions or slang. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand manuals, regulations and contracts even within unfamiliar fields. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand contemporary and classical literary texts of different genres (poetry, prose, drama). <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can recognize different literary styles (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			

## Self-Assessment Checklist

Check the appropriate 0-100 scale box to indicate your level of language ability, with 0 meaning no ability and 100 meaning very high ability (near native speaker).

<b>SPEAKING (Interaction)</b>		Date	Date	Date
<b>NOVICE</b> Beginning 1	I can introduce somebody and use basic greetings. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can ask and answer simple questions on very familiar topics. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can handle numbers, quantities, cost and time. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can make myself understood in a simple way provided the other person talks slowly and clearly and is prepared to help. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can very simply ask somebody to repeat what they say or to speak more slowly. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>NOVICE</b> Beginning 2	I can make simple transactions in stores, restaurants, post offices or banks. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can ask for and give directions referring to a map or plan. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can make and respond to invitations. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can say what I like and dislike. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can discuss with other people what to do, where to go and make arrangements to meet. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 1	I can start, maintain and end a simple face-to-face conversation on topics that are familiar or of personal interest, but I may sometimes have difficulty expressing exactly what I want to say. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can ask for and follow detailed directions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can give or seek personal views and opinions in an informal discussion with friends. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	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. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 2	I can engage in extended conversation in a clearly participatory fashion on most general topics. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can exchange considerable quantities of detailed factual information on matters within my fields of interest. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I convey degrees of emotion. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can support my opinions by providing relevant explanations, arguments and comments. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 1	I can keep up with a fast-paced conversation between native speakers. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can use the language fluently, accurately, and effectively on a wide range of topics. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can express my ideas and opinions clearly and precisely when engaged in complex conversation. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 2	I can take part effortlessly in all conversations and discussions with native speakers. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can convey and understand finer shades of meaning by using, with reasonable accuracy, a wide range of expressions to qualify statements. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			

## Self-Assessment Checklist

Check the appropriate 0-100 scale box to indicate your level of language ability, with 0 meaning no ability and 100 meaning very high ability (near native speaker).

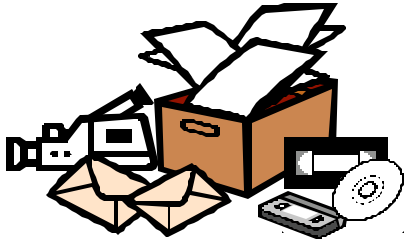
<b>SPEAKING (Production)</b>		Date	Date	Date
<b>NOVICE</b> Beginning 1	I can give personal information (address, telephone number, nationality, age, family). <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can describe where I live. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>NOVICE</b> Beginning 2	I can describe myself, my family, other people, and where I live. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can describe my hobbies and interests in a simple way. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can describe past activities and personal experiences. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 1	I can narrate a story, giving detailed accounts of experiences, and describing feelings and reactions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can describe dreams, hopes and ambitions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can explain and give reasons for my plans, intentions and actions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 2	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can understand and summarize orally news items, interviews, documentaries, films or play. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can construct a persuasive argument linking my ideas logically. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 1	I can give clear and detailed descriptions integrating themes and developing my point-of-view. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can give presentations on a subject in my field of personal and/or professional interest and respond to audience questions. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can orally summarize long texts. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 2	I can summarize orally information from different sources, reconstructing arguments and accounts in a coherent presentation. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to eliminate confusion. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can backtrack and restructure so smoothly when speaking that others are hardly aware of it. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			

## Self-Assessment Checklist

Check the appropriate 0-100 scale box to indicate your level of language ability, with 0 meaning no ability and 100 meaning very high ability (near native speaker).

<b>WRITING</b>		Date	Date	Date
<b>NOVICE</b> Beginning 1	I can fill in a questionnaire with my personal details (job, age, address). <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can write sentences and simple phrases regarding basic information and needs. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>NOVICE</b> Beginning 2	I can write short, simple notes and messages. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I write simple sentences using connectors such as “and”, “but”, “because”, “first”, “then”, “after”, “later.” <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can describe an event in simple sentences and report what happened when and where. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 1	I can write about aspects of my everyday life in simple phrases and sentences (people, places, job school, family). <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can write personal letters or simple texts about experiences or events. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can write about feelings such as grief, happiness, interest, regret and sympathy. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>INTERMEDIATE</b> Developing 2	I can convey or respond--via fax, e-mail or a circular—giving short simple factual information to friends or colleagues. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can write clear and detailed summaries, compositions, and reports on various topics, emphasizing decisive points and including supporting details. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 1	I can write about events and real or fictional experiences in a detailed and easily readable way. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can clearly express myself in writing on a wide range of general or professional topics. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can give a detailed description of experiences, feelings, and events. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can write texts with a high degree of grammatical correctness to a variety of audiences. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 2	I can put together information from different sources and express it in a coherent summary. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can write well-structured and easily readable reports and articles on complex topics. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can write summaries of factual texts and literary works. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
<b>ADVANCED</b> Expanding 2	I can write narratives about experiences in a clear, fluent style appropriate to the genre. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			
	I can express myself in a consciously ironical, ambiguous and humorous way. <input type="checkbox"/> 0 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100			

## Dossier Of Evidence



Your "Dossier of Evidence" should show your language growth year-by-year and include specific products that your teacher assigns from the "Passport" section and from the "Journey" section of your Portfolio. This "Dossier" consists of a hands-on, tangible collection of your best work, e.g., dialogues, narratives, project, recipes, research, compositions. Some of your best work can be in written form and/or reflect the use of media and technology, e.g., PowerPoint presentations, videotapes, CDs, audio tapes, photos.

For each item in your collection, please write a short description and/or analysis of your work and attach it to the item. In addition, you need to review your portfolio regularly. Choose items that you no longer want in your "Dossier." Remove these items at your discretion, but remember: **SAVE EXAMPLES THAT DEMONSTRATE YOUR LANGUAGE GROWTH FROM YEAR TO YEAR.**