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# Language Learner Portfolio

Name:

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# Acknowledgements

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This Language Portfolio was developed for high school learners to record language skills and achievements. It also takes into consideration a learner's partial competency in languages and their cultural experiences, as well as their learning preferences and strengths. Lastly, it is a place to set and record language and socio-cultural goals.

It is based on the European Language Portfolio and Common European Framework of Reference for Languages developed by the Council of Europe. It is also based on the School-based Language Portfolio developed by the Second Language Research Institute of Canada.

## Overview

The Language Portfolio has three parts, in accordance with the Council of Europe.

- **Language Passport** for a learner to record the languages they use.
- **Language Biography** for a learner to record their proficiencies in multiple languages and language domains. A learner can also record their learning preferences and strengths.
- **Dossier** for a learner to collect evidence of their learning and update their academic, language and intercultural goals.

# CEFR Global Scale

		A1 Basic User	A2 Basic User	B1 Independent User
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Speaking	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can 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 deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
Writing	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.

		B2 Independent User	C1 Proficient User	C2 Proficient User
Understanding	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken Interaction	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 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 do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Scale: (Common European Framework of Reference of Languages, 2001). Images: (gnak, 2011).

# Learner Profile

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This section is for you to record information about yourself and the language(s) you know.

My name is \_\_\_\_\_

I am from \_\_\_\_\_

I was born on \_\_\_\_\_

I have lived in \_\_\_\_\_

\_\_\_\_\_

I currently live in \_\_\_\_\_

## Places I have studied

Dates I studied there	Where I studied	What I studied or classes I enjoyed

(Council of Europe, 2010)

## The language(s) I use:

<b>First Language(s) Learned:</b>	<b>Additional Language(s) Learned:</b>

## Language Profile

This section is for you to record how you use the languages you know.

Use an upper case initial for language used most often, and lower case for language used less often.

For example, someone might put “E f” under “At school” during “Present” time. This would mean they use English most often at school, but also use some French. In this case, English = E or e and French = F or f. Please include your language legend at the bottom of the chart.

<b>Languages Used</b>	<b>At home</b>	<b>With friends</b>	<b>At school</b>	<b>Other (activities, travel)</b>
<b>Present</b>				
<b>Past</b>				

Language legend: \_\_\_\_\_

\_\_\_\_\_

(Council of Europe, 2010)

# Language Biography

This section is for you to record your self-assessment of languages in and out of school. Use pages 4 & 5 for reference.

## Language Self-Assessment

Language - _____						
	A1	A2	B1	B2	C1	C2

Language - _____						
	A1	A2	B1	B2	C1	C2

Language - _____						
	A1	A2	B1	B2	C1	C2

Language - _____						
	A1	A2	B1	B2	C1	C2

(Council of Europe, 2010)



# Dossier

This section is for you to record evidence of your learning, both in and out of school.

## High School Grad Requirements

Students must successfully complete 25 classes or 100 credit hours to graduate in New Brunswick. Use this space to record your credits.

Compulsory courses (80 credit hours)

Cluster	Course (number of credits hours)	Successfully Completed (course and date)
<b>ELPA</b>		
<b>Language Arts and Languages (24 credits)</b>	<b>French 10 (or an EAL course) (4 ch)</b>	
	<b>English 10 (and/or an EAL course) (4 ch)</b>	
	<b>English 11 (and/or EAL B1) (4 ch)</b>	
	<b>English 12 (4 ch)</b>	
	<b>Language Choice 1 (4 ch)</b>	
	<b>Language Choice 2 (4 ch)</b>	
<b>Humanities (8 credits)</b>	<b>Civics 10 (4 ch)</b>	
	<b>History Choice (4 ch)</b>	
<b>Mathematics (12 credits)</b>	<b>Geometry, Measurement and Finance 10 (4 ch)</b>	
	<b>Mathematics Choice 1 (4 ch)</b>	
	<b>Mathematics Choice 2 (4 ch)</b>	
<b>Science (8 credits)</b>	<b>Science Choice 1 (4 ch)</b>	
	<b>Science Choice 2 (4 ch)</b>	
<b>Personalized Wellbeing (20 credits)</b>	<b>Creative Arts (4 ch)</b>	
	<b>Wellness and Physical Education (4 ch)</b>	
	<b>Career Connected (4 ch)</b>	
	<b>Personalized Wellbeing Choice 1 (4 ch)</b>	
	<b>Personalized Wellbeing Choice 2 (4 ch)</b>	
<b>Electives from Languages,</b>	<b>Elective Choice 1 (4 ch)</b>	

Humanities, Math, Science, or Personalized Wellbeing	Elective Choice 2 (4 ch)	
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Additional Courses (20 credit hours)

Course	Number of credits	Earned (include course and date)
<i>Example: elective choice</i>	4	<i>Computer Science 120</i>
Elective choice 1		
Elective choice 2		
Elective choice 3		
Elective choice 4		
Elective choice 5		
English Language Proficiency Assessment (provincial assessment)		

## Language Goals

Use the CEFR Language Checklist on pages 15 to 22 to set specific language goals.

Skill Area	"I can ..."	CEFR Level	Mid-term	End of term	Evidence and Score	Overall Score
			To be filled out in conference with the teacher.			In conference with the teacher.
Spoken Production						
Spoken Interaction						
Listening						
Reading						
Writing						

Skill Area	“I can ...”	CEFR Level	Mid-term	End of term	Evidence and Score	Overall Score
			To be filled out in conference with the teacher.			In conference with the teacher.

### 6-Point Grading Scale

Use this scale to reflect on your evidence. Consider your ability to show the skill or concept and your consistency.

Expert		Apprentice		Novice	
6	5	4	3	2	1
<b>Outstanding demonstration of the skill;</b> demonstrates skill multiple times, in different contexts, with no support.	<b>Strong demonstration of the skill;</b> demonstrates skill multiple times, in different contexts, with little support, and few errors.	<b>Good demonstration of the skill;</b> demonstrates skill multiple times, in limited contexts, with occasional support.	<b>Satisfactory demonstration of the skill;</b> demonstrates skill a few times, in limited contexts, with frequent support.	<b>Developing understanding of the skill;</b> demonstrates skill one or two times, in limited contexts, with continual support.	<b>Emerging understanding of the skill;</b> more modelling and practice needed.
“Ready to move on!”	“I’ve got this!”	“Getting there.”	“On the way.”	“Beginning signs.”	“Credit or pass not possible at this time.”

# CEFR “I can ...” statements checklist

<b>A1.1</b>
<b>LISTENING</b>
<b>1.1</b> <ul style="list-style-type: none"><li><input type="checkbox"/> I can demonstrate understanding of short, very simple questions and statements, provided they are delivered slowly and clearly, and accompanied by visuals or gestures.</li><li><input type="checkbox"/> I can demonstrate understanding of very simple instructions, supported by visuals and/or gestures.</li></ul>
<b>1.2</b> <ul style="list-style-type: none"><li><input type="checkbox"/> I can demonstrate recognition of numbers, prices, dates, days of the week, provided they are delivered slowly and clearly, and accompanied by visuals and gestures.</li><li><input type="checkbox"/> I can demonstrate recognition of everyday familiar words, provided they are delivered slowly and clearly, and accompanied by visuals or gestures.</li></ul>
<b>SPOKEN INTERACTION</b>
<b>1.1</b> <ul style="list-style-type: none"><li><input type="checkbox"/> I can ask for help.</li><li><input type="checkbox"/> I can point to something and ask what it is.</li></ul>
<b>1.2</b> <ul style="list-style-type: none"><li><input type="checkbox"/> I can ask and answer very simple questions about very familiar topics, provided the speech is clear and slow.</li><li><input type="checkbox"/> I can talk to someone using very simple words, supported by gestures.</li><li><input type="checkbox"/> I can use basic numbers in simple, everyday exchanges.</li></ul>
<b>SPOKEN PRODUCTION</b>
<b>1.1</b> <ul style="list-style-type: none"><li><input type="checkbox"/> I can use basic greetings and simple words (e.g., “hello,” “hi,” “goodbye,” “yes,” “no,” “sorry,” and “thank you”).</li><li><input type="checkbox"/> I can correctly reproduce a very limited range of sounds (i.e., phonics).</li></ul>
<b>1.2</b> <ul style="list-style-type: none"><li><input type="checkbox"/> I can say how I am feeling using simple words, accompanied by gestures.</li><li><input type="checkbox"/> I can give basic, personal information about me and my family, using simple words.</li></ul>

## READING

### 2.1

- I can name all letters of the Roman alphabet, individually.
- I can demonstrate recognition of teacher-selected letter sounds (phonemes) and link them to print (graphemes).
- I can demonstrate recognition of familiar words, supported by visuals.
- I can identify and sound out the first letter in a word.
- I can identify and sound out the last letter in a word.
- I can match or circle the same letters and familiar names and a few sight words in different sizes, colours or fonts.
- I can demonstrate recognition of most letters of the alphabet in upper and lower case form with some possible confusion of similar letters (e.g., b and d, m and n).
- I can recognize that spaces are used to differentiate words in a sentence.
- I can stop when I see a period.

### 2.2

- I can follow very simple instructions, if supported by visuals.
- I can identify words and information on posters, brochures, or signs (e.g., place, time or price).
- I can recognize times and places, in simple notes, invitations and text messages, provided there are no abbreviations.

## WRITING

### 3.1

- I can identify and copy upper case letters of the Roman alphabet.
- I can identify and copy lower case letters of the Roman alphabet.
- I can identify and copy final punctuation.
- I can spell very familiar words, using invented spelling, by writing what I hear (i.e., phonetic spelling).

### 3.2

#### **Written Production**

- I can identify and copy numbers and symbols related to time of day and money.
- I can copy and label using very familiar simple words, phrases or expressions.

#### **Written Interaction**

- I can post simple online greetings, using basic formulaic expressions and/or emoticons and/or emojis.
- I can post online a short, simple statement about myself, using an online translation tool, if necessary.

### 3.3

- I can write from the left to the right side of the page (lined and unlined paper).
- I can place spaces between words (e.g., when copying sentences).
- I can give basic information on a form or a note (e.g., name, age, date).

## INTERCULTURAL COMPETENCE

### 4.1

- I can demonstrate respect for materials, equipment, and spaces shared with others.
- I can show understanding of rights and responsibilities in the classroom and school.
- I can establish basic social contact by using the simplest forms of polite greetings and farewells.

## STRATEGIES FOR SUCCESS

### 5.1

- I can use resources to help me learn English (e.g., word walls, teacher, translation tools, picture or multilingual dictionaries).
- I can work with peers (e.g., in pairs, small groups, whole class).
- I can set a learning goal, with support.
- I can act on very simple feedback related to my goal.
- I can ask for repetition or help.
- I can organize my learning materials (e.g., binder, portfolio), with support.
- I can represent myself in a positive way (e.g., visuals, collages, statements).
- I can choose artefacts to show evidence of my learning (e.g., cloze exercise, recording, poster), when I have support.

## A1.2

### LISTENING

#### 1.1

- I can demonstrate understanding of simple directions (e.g., left, right, stop, up and down).
- I can demonstrate understanding of simple instructions and tasks (e.g., open your book).
- I can demonstrate understanding of simple questions and expressions.

#### 1.2

- I can demonstrate understanding of the names and simple descriptions of everyday objects (e.g., colour, size, location).
- I can demonstrate understanding of numbers, prices and times given in clear and simple announcements.

### SPOKEN INTERACTION

#### 1.1

- I can ask for directions.
- I can ask how people are and react to news.

#### 1.2

- I can ask and answer simple questions about very familiar topics (e.g., my family, my school, my activities, my clothes, my favourite colours, my address), if people help me.
- I can use simple numbers in everyday situations (e.g., quantities, time and money).

### SPOKEN PRODUCTION

#### 1.1

- I can use respectful greetings and phrases (e.g., "Nice to meet you").
- I can use simple words to describe familiar objects and activities (e.g., size, colour, location).
- I can introduce myself and other people.
- I can use appropriate stress on words in a sentence to create meaning (e.g., I never said **she** stole my money).

#### 1.2

- I can state what I like and don't like (e.g., food, sports, music, school, clothing).
- I can give basic information about my school or class (e.g., number of students, teacher's name).

## READING and VIEWING

### 2.1

- I can read familiar words, numbers, and phrases in simple texts (e.g., times and classes in daily schedule; school notices and menus).
- I can sound out c-v-c words (e.g., car, dog, pen).
- I can recognize simple c-v-c rhyming words (e.g., hat – mat, hit – sit).
- I can use basic decoding strategies to sound out new words (e.g., diphthongs, consonant blends, and phonetic chunks).
- I can segment familiar words while reading (e.g., syllables).
- I can stop at periods at the ends of sentences.
- I can distinguish between periods and commas.
- I can make personal connections to help me understand what I am reading, with guidance and support.
- I can use text features like the title, cover page and illustrations to predict.
- I can reread for understanding, with the help of a teacher.

### 2.2

- I can follow short, simple written directions (e.g., how to go from X to Y).
- I can understand an information form well enough to know where to add my basic information (e.g., my name, date of birth, address).
- I can find information in short, simple greetings and messages (e.g., emails, text messages, invitations, posters).
- I can demonstrate understanding of the layout and format of very familiar texts to find specific information (e.g., name or address on an envelope, calendar, graphs, charts, timetables).

## WRITING and REPRESENTING

### 3.1

- I can correctly use upper case and final punctuation, in most cases (i.e., to begin and end a sentence).
- I can write the Roman alphabet, using upper and lower case letters by memory.
- I can spell memorized words correctly, in most cases.
- I can write numbers and symbols related to time of day or money.
- I can use a few grammatical structures and sentence patterns in a learned repertoire.

### 3.2

#### **Written Production**

- I can write about who I am and what I like to do, using short phrases and simple sentences.

#### **Written Interaction**

- I can write a simple text message, email, invitation or postcard (e.g., Who? What? Where? When?).

### 3.3

- I can write simple words, phrases, and sentences in a sequential order, by following a model (e.g., subject + verb + complement).
- I can write familiar words to describe very common objects (e.g., colour, size, shape).
- I can fill in a form or questionnaire with my personal details (e.g., name, address, telephone number, gender).

## INTERCULTURAL COMPETENCE

### 4.1

- I can identify rights and responsibilities in the classroom, school and community.
- I can use every day polite forms of greeting and address.
- I can communicate simple, predictable information from one language to another, provided I have sympathetic listeners.

## STRATEGIES FOR SUCCESS

### 5.1

- I can use resources to help me learn English (e.g., use a dictionary, check with a peer).
- I can work respectfully with peers (e.g., listen to each other, take turns, do my part).
- I can set a goal and define steps to achieve it, with support.
- I can reflect on simple feedback.
- I can memorize new words (by repeating them silently or aloud, using flash cards, etc.).
- I can group together sets of things with similar characteristics (e.g., parts of speech, sounds, categories).
- I can organize my learning materials (e.g., binder, portfolio), with support.
- I can ask questions to make sure my teacher or peers understand me during a conversation (e.g., Did you understand? Is that OK? Do you agree? What do you think?).
- I can fill in a model (e.g., graphic organizer, survey) to show my strengths, needs and interests.
- I can choose artefacts to show evidence of my learning (e.g., writing sample, recording).

## A2

### LISTENING

#### 1.1

- I can demonstrate understanding of the main points in simple announcements and messages (e.g., on voicemail or school announcements).
- I can follow how to get somewhere (if the route is explained to me slowly and clearly).
- I can follow simple, concrete instructions (e.g., using equipment, rules of a game, etc.), especially if there is a demonstration.

#### 1.2

- I can demonstrate understanding of short, simple stories (fiction, non-fiction) when they are shared clearly and slowly, via different modes.

### SPOKEN INTERACTION

#### 1.1

- I can make plans with other people (e.g., making, accepting, and refusing invitations).
- I can ask and answer simple questions about events in the past.
- I can have short social exchanges with friends.

#### 1.2

- I can ask for and give opinions, and agree and disagree, in a simple way.
- I can communicate in daily situations to meet daily needs (e.g., shopping, banking, transportation, eating out, etc.).
- I can use most numbers without hesitation (e.g., time, years, and prices).

### SPOKEN PRODUCTION

#### 1.1

- I can tell a story or recount an event (e.g., memories, experiences).
- I can describe my plans for the future (e.g., on the week-end, during the holidays, after high school).
- I can pronounce familiar words clearly enough to be generally understood, but conversational partners will need to ask for repetition from time to time.

#### 1.2

- I can give a brief presentation on a topic of interest (e.g., as part of a jigsaw activity, an audio-visual recording, etc.).
- I can state what I like and what I don't like and why (e.g., seasons, activities, things).
- I can say what I usually do at home or in my free time.
- I can give simple instructions (e.g., explain how to do something, or how to get somewhere).

## READING and VIEWING

### 2.1

- I can skim and scan to identify the purpose of the text.
- I can reread for understanding.
- I can ask myself questions to check for understanding.
- I can retell a brief story (e.g., using graphic organizer-sequence, chronological order).
- I can identify key words in a text.
- I can use a variety of decoding strategies to sound out new words (e.g., diphthongs, digraphs, using prefixes/suffixes/root words, looking for patterns).
- I can make personal connections to help me understand what I'm reading.
- I can make supported predictions before reading.
- I can use text features (e.g., table of contents, charts, index, glossary, etc.) to gain information.
- I can identify features of various text forms (e.g., fiction vs. non-fiction).
- I can read aloud, with some hesitation.

### 2.2

- I can read aloud, sometimes changing tone and intonation to convey meaning.
- I can identify the basic plot, main characters, basic setting (e.g., time, place) of a simple story.
- I can demonstrate understanding of short, simple texts on familiar subjects, especially when they are illustrated (e.g., illustrated story, comic, newspaper/magazine stories, etc.).
- I can demonstrate understanding of instructions expressed in simple language (e.g., "Label the following diagram." from Science text).
- I can find the most important information in authentic documents such as ads, brochures, and schedules.
- I can demonstrate understanding of short, simple messages from friends (e.g., emails, web chats, text messages, postcards or short letters).

## WRITING and REPRESENTING

### 3.1

- I can correctly use upper case and final punctuation.
- I can use simple punctuation correctly, in some cases (e.g., comma, quotation marks).
- I can spell common words correctly.
- I can use simple structures well enough to make myself understood, though I still make mistakes with verb tenses and agreements.

### 3.2

#### **Written Production**

- I can use words and expressions according to specific situations.
- I can write short texts about personal or familiar topics, or to express immediate needs.
- I can write a description, with some detail (e.g., of an individual or a character, my everyday environment, people I know).

#### **Written Interaction**

- I can write simple notes, emails and text messages to convey information and/or reply to an invitation or change plans.

### 3.3

- I can use simple sentences and common compound sentences with coordinating conjunctions (e.g., and, or, but).
- I can write a text that contains a series of logically organized simple sentences (e.g., about an experience, or an event).

## INTERCULTURAL COMPETENCE

### 4.1

- I can briefly describe the concept of rights and give some examples as a member of various communities.
- I can briefly describe the concept of responsibility as a member of various communities and give some examples.
- I can use simple common expressions and follow basic routines for socialising (e.g., making and accepting apologies, using appropriate greetings).
- I can briefly describe aspects of culture.
- I can react to cultural texts (e.g., art, media, literature, artefacts), connecting to my experiences and those of others.
- I can communicate the overall sense of what was said in everyday situations, from one language to another, provided I have a sympathetic listener.

## STRATEGIES FOR SUCCESS

### 5.1

- I can organize my learning materials (e.g., binder, locker, book bags, and portfolio), with support.
- I can ask people to repeat or explain what they were saying if something is not clear in a conversation.
- I can ask questions to make sure that the person understands me during a conversation.
- I can select from teacher-suggested materials and resources to help me with my learning goals (e.g., websites, books, videos, dictionaries).
- I can represent my strengths, needs and interests (i.e., in a graphic organizer, paragraph, collage, Power Point or other representation).
- I can give and receive simple feedback, through self and peer assessment, with support.
- I can set learning goals and monitor my progress, with support.

## B1

### LISTENING

#### 1.1

- I can demonstrate understanding of the main points of everyday conversation.
- I can follow most multimedia on topics of personal interest (e.g., announcements, podcasts, YouTube videos, movies).
- I can understand straightforward, factual information about common, everyday or school-related topics.

#### 1.2

- I can follow a lecture or classroom presentation (if the subject matter is familiar and the presentation is clearly structured).

### SPOKEN INTERACTION

#### 1.1

- I can politely say what I think and if I agree or disagree.
- I can politely interrupt when I do not agree or when I have not understood.

#### 1.2

- I can compare and contrast alternatives (e.g., what to do, where to go, which to choose).
- I can discuss a book, movie, song, group, or music video.
- I can have sustained conversation in which I give and ask for opinions, information, or advice.
- I can express my opinions on abstract topics (e.g., love, racism, peace), describe my reactions to them and ask other people what they think.

### SPOKEN PRODUCTION

#### 1.1

- I can describe my dreams, hopes and goals.
- I can give practical how-to instructions (e.g., making a pizza, using a bank machine).
- I can express feelings about a past experience and explain why I felt that way.
- I can express and justify my opinion on common topics of interest.
- I can pronounce most words clearly, using intonation and stress to support meaning of both words and sentences.

#### 1.2

- I can develop an argument and communicate main points.
- I can give a prepared presentation and answer clear questions.
- I can summarize and present information on familiar subjects from various sources (e.g., radio, TV, phone calls, movies, news).
- I can describe an incident or an event, making the points clear.

## READING and VIEWING

### 2.1

- I can scan through straightforward, factual texts (e.g., magazines, brochures, manuals, textbooks, letters) and identify what they are about and whether they contain useful information for me.
- I can use key words, diagrams, graphs, and illustrations to support comprehension (e.g., Mathematics or Science textbook pages).
- I can make connections to what I am reading (e.g., to text, to self, to world).
- I can make supported predictions related to fiction and non-fiction texts before and during reading.
- I can distinguish facts from opinions, possibly using a graphic organizer.
- I can consistently read aloud with fluency and intonation.
- I can summarize fiction and non-fiction texts.

### 2.2

- I can identify the elements of a plot, the traits of characters, and setting of a story.
- I can distinguish the main idea from the secondary ideas in a short text dealing with familiar topics, possibly using a graphic organizer.
- I can demonstrate understanding of technical directions (e.g., laboratory work, science class).
- I can identify the main conclusions of a persuasive text.
- I can find practical information in the various sections of long information texts from a website or magazine.
- I can demonstrate understanding of simplified versions of novels and stories with a clear structure.

## WRITING and REPRESENTING

### 3.1

- I can use correct punctuation within sentences (e.g., commas, semi-colons, colons, dashes, quotation marks), but not in all cases.
- I can correctly spell common and studied words.
- I can write with reasonable accuracy in familiar contexts; I still make errors with some grammatical forms, but it is clear what I am trying to express.

### 3.2

#### **Written Production**

- I can use appropriate vocabulary to explain and describe common subjects.
- I can write simple texts about what happened to me in the past, and/or what I want to do in the future.
- I can write brief and simple texts on subjects of interest (e.g., a personal point of view).
- I can write a report on a film or book about the main idea, with some supporting details.
- I can summarize texts whose content is familiar (e.g., newspaper article, biography).

#### **Written Interaction**

- I can write a message to request or give information of a factual nature.
- I can exchange thoughts, feelings and information on a variety of familiar subjects through multiple modes of communication (e.g., text messages, letters, blogs, chats, emails).

### 3.3

- I can use common transitions to write a logical text that a reader can follow without too much difficulty (e.g., however, therefore, since, for).
- I can use simple sentences and combined sentences with simple subordinating conjunctions (e.g., if, when, like, because).
- I can follow a writing template to write a personal information text that fits an audience (e.g., cover letters, resumes).
- I can follow a writing template to write a creative personal text (e.g., "I Am From" poem).
- I can tell a story following the sequence of events.

## INTERCULTURAL COMPETENCE

### 4.1

- I can define rights and responsibilities, giving various examples (e.g., school, community, country).
- I can discuss the concepts of culture and diversity within the Canadian context (e.g., school, community, country) through multiple modes of representation, expression and action.
- I can use a variety of common expressions and follow social norms in my interactions.
- I can explain differences and similarities in the customs, values and beliefs across cultures.
- I can communicate from one language to another the main sense of what is said, on familiar or factual subjects.
- I can invite other people in a group to speak.

## STRATEGIES FOR SUCCESS

### 5.1

- I can organize my learning materials (e.g., agendas, school schedules, bus schedules, and portfolio).
- I can participate when working with others (e.g., express my opinion, make suggestions).
- I can take notes while listening.
- I can select reference materials and resources to help me with my learning (e.g., dictionaries, textbooks, grammar guides).
- I can give and receive feedback on tasks, through self and peer assessment.
- I can explain what plagiarism is and explain ways to avoid it.
- I can complete a strengths, needs and interests inventory and summarize the results.
- I can set learning goals, self-monitor progress and make adjustments, as needed.

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