

Strip to Identity



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What is the “Strip to Identity Student Portfolio?”

The Portfolio is modelled after the “European Language Portfolio”, which in general has three parts: a **Passport** in which you can record your proficiency in the fields you already know; a **Biography** in which you reflect on your own learning progress and record your learning achievements and objectives; and a **Dossier** in which you keep examples of the work that you have produced during the project.

What is its purpose?

The Portfolio allows you

- to show what you know about European topics and what skills you have (e.g. in foreign languages)
- to understand what you need to learn so that you can be successful while for example staying abroad
- to record what you have learned well and to see what you need to study more
- to organize your work so that you can use it to remind you about what you have already learned
- to help you learn the communication language that you need in exchange projects
- if you visit or attend another school abroad (or within your country), to show your new teachers what you have learned

The Portfolio allows your teachers

- to see what you can already do in different topic areas and languages
- to help you plan what you need to learn
- to tell other teachers (who e.g. accompany the student exchange) what a student is able to do

The Portfolio allows your parents

- to see how you are progressing in European matters and learning languages
- to possibly see how well the exchange student that you might host speaks other languages and is prepared for Europe

A Portfolio belongs to you personally and reflects your self-evaluation. It will be assessed by the teachers. It also gives feed-back, and of course you might put examples of your work in the dossier that will count for study points. Please fill in everything as you truly perceive it. Only then it will help the most.

My Passport



Name

Date of birth

Country where you are born

Countries where you have lived

Language(s) spoken at home

Cultural background

Foreign language(s) learned at school or elsewhere

Participant in the Erasmus+ or other international project since

My school career

School type	Town/Country	Time / Period	Any international projects you participated in? (name title and partner country)

My language skills

In the "Common European Framework" (CEF) language skills are described in different categories. Have a closer look at this short CEF-version:

		Benchmark Level A1 (Breakthrough)	Benchmark Level A2 (Waystage)	Benchmark Level B1 (Threshold)
U N D E R S T A N D I N G	Listening The pupil can	understand common greetings and everyday expressions of social interaction	follow a short familiar concrete story follow the main points of a general conversation.	understand the main points of clear standard speech on familiar topics regularly encountered in school, leisure time, etc. and follow others' conversation .
	Reading The pupil can	recognise familiar names, words and phrases. read short sentences about family and immediate concrete surroundings and follow short illustrated texts	read and use classroom notices, labels, captions etc. read short sentences on familiar topics using semantic or picture cues. read patterned and predictable text	read short texts for pleasure, information gathering and study purposes
S P E A K I N G	Spoken interaction The pupil can	answer greetings and questions about self, family and immediate concrete needs. Repetition and assistance from the interlocutor are required	ask and answer questions relating to immediate needs. talk spontaneously with peers; may not respond to conversational cues	explain choices clearly and simply and give reason for opinions and actions explore , develop and clarify ideas
	Spoken production The pupil can	repeat phrases and ask one or two word questions. May give an account of everyday activities	give a short description of a familiar event. . describe everyday situations, family, home, school, etc. describe past activities and personal experiences	talk to different audiences for a variety of purposes, including telling stories, predicting, reporting, describing and explaining
W R I T I N G	Writing The student can	copy letters, words, and short sentences from board. form most letters correctly and attempt to spell words using phonic spelling. write own name and some personal and family information	write simple connected text on topics which are familiar or of personal interest. describe personal experiences and impressions	write clear detailed text on a wide range of subjects related to interests. pass on information in short texts or in a report or essay. write letters highlighting the personal significance of events and experience.

For extra information, check the full CEF-version in the attachment.

Assessment of my language skills

What skills do you think you have **at the start of the school year**, based on the descriptions in the CEF on the previous page? Please mark the appropriate field.

Language: English German French Other, namely:

	A1 (Breakthrough)			A2 (Waystage)			B1 (Threshold)		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening									
Reading									
Spoken interaction									
Spoken production									
Writing									

Any remarks:

To be filled in **at the end of school year 2015-2016**: What skills do you think you have now, based on the descriptions in the CEF on the previous page? Please mark the appropriate field:

	A1 (Breakthrough)			A2 (Waystage)			B1 (Threshold)		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening									
Reading									
Spoken interaction									
Spoken production									
Writing									

Any remarks:

To be filled in **at the end of school year 2016-2017**: What skills do you think you have now, based on the descriptions in the CEF on the previous page? Please mark the appropriate field:

	A1 (Breakthrough)			A2 (Waystage)			B1 (Threshold)		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening									
Reading									
Spoken interaction									
Spoken production									
Writing									

Any remarks:

To be filled in **at the end of school year 2017-2018**: What skills do you think you have now, based on the descriptions in the CEF on the previous page? Please mark the appropriate field:

	A1 (Breakthrough)			A2 (Waystage)			B1 (Threshold)		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening									
Reading									
Spoken interaction									
Spoken production									
Writing									

Any remarks:

My European biography

In my European biography I can:

- think about how and where I can learn about Europe outside class
- find out how I like to learn and how I learn best
- see what I need to learn and, when I am satisfied that I know something, record that I have learned it
- talk to my teacher about what is the most important thing for me personally to learn next
- set my own learning targets

My favourite European activities

I like to learn about Europe by:

(put down 1 = most favourite activity, until 9 = least favourite activity)

Activity:	Date: .../.../.....	Date: .../.../.....	Date: .../.../.....
Watching television			
Listening to radio			
Communicating with friends abroad			
Surfing on the internet			
Reading books or magazines			
Writing			
Visiting places			
Other activities, namely:			
Other activities, namely:			
Other activities, namely:			
Other activities, namely:			

Progress and self-assessment

Make an assessment of your skills at the beginning and at the end of the school year. Put the date you carried out your assessment in the box.

The first category is:

Communication in the foreign language that you will use in the international project

Namely: English German French Other:

I can	EN ...	Level of activity	With a lot of help	With a little help	With no help
introduce myself and the country that I come from		A1			
ask other people about themselves		A1			
describe my possessions		A2			
talk about the things that I like and don't like		A2			
talk with my friends or teachers about everyday things		A2			
describe something that I experienced in the past		B1			
talk about the history, geography and people of the country I come from		B1			

Learning to learn

The next category is: Have you learned to use learning materials and tools?

I can	EN ...	Level of activity	With a lot of help	With a little help	With no help
use a search machine to find relevant information on all sorts of topics		A1			
collect important words and phrases and organise them in my glossary		A1			
use a dictionary for the new language(s) I'm learning		A1			

Cultural awareness



During the exchange, “intercultural communication” will take place with students, teachers and parents from abroad. What can you say in the project’s communication language about “culture”?

I can	EN ...	Level of activity	With a lot of help	With a little help	With no help
describe daily life in my country		A1			
explain about different cultural events (festivals etc.)		A1			
say if I agree or disagree with a particular belief or action		A2			
ask about different cultural events in other countries including the exchange country		A2			
talk about the differences between school in the country I come from and the country I visit during the exchange		B1			
talk about specific social or cultural differences		B1			

European topics in projects and subjects

During the Erasmus+ project, you will work on one or more specific topics related to probably a number of school subjects and international projects. For each, you will keep track of your learning progress.

Basic European and International Orientation: History and Geography



I can	Level of activity	With a lot of help	With a little help	With no help
instantly recall the overall map of Europe, including all countries, most capitals and the most important cities, rivers and mountains	A1			
name the Member States of the EU and their languages	A1			

My Erasmus+ dossier



In my dossier I keep samples of the work that is important to my learning process within the Erasmus+ project.

This may include

- examples of my writing
- sound and video files with recordings that I have made
- projects that I have done
- ...

Contents

List here what you have included in your Dossier.

1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20

My personal European glossary



European terms are organized in my personal glossary in the following categories:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Please attach your lists.

My learning diary during the stay abroad



Date ____/____/____

Today I have learned the following about the:

Topic of the exchange project _____

Partner school (different customs and rules, etc?) _____

Partner country _____

My personal goals (what I wanted to learn) _____

Family life _____

Top 3 of things that I find the same as in my own culture _____

Top 3 of things that I find different from my own culture _____

Languages I have spoken today, with whom, and what about _____

How I feel today:

Attachment Common European Framework for Languages

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in areas where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, wellstructured 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.

A 'European Framework for Europe-competence' is currently being developed. It will be included in this portfolio, and will form the base for the description and self-assessment of skills within this portfolio.