

## WORKSHEET A

<b>Title</b> CEFR AND ELP		
<b>Objective (s)</b> To understand the relationship between the CEFR and the language portfolios		
<b>Mots-clés</b> CEFR – ELP – autonomy– reflexivity – learning process		
<b>Réf au Guide</b> II.1, II.2, II. 4	<b>Réf au CECR</b> 1.3, 2.4, 8.4.2, 9.3.9	
<b>To complete this worksheet you need ...</b> a European Language Portfolio (ELP)		
<p><b>Task A</b></p> <p>Refer to a portfolio used in your teaching context and compare its various functions to those of the CEFR. Some are common to both tools, others are specific to one or the other</p> <p><b>Step 1 ( † )</b></p> <p>In the table below, indicate what functions or uses fall under the CEFR, ELPs or both.</p>		
<b>FUNCTION</b>	<b>CEFR</b>	<b>ELP(s)</b>
Give an overview of what a person can do in the target language at a given time.		
Illustrate and document what a person can do in a language with concrete examples.		
Provide support for self-assessment.		
Encourage regular updating and recording of self-assessment.		
View what a person can do in all the languages they have learned in a school setting, family or other.		
Give a detailed overview of communicative language activities by including descriptions of all levels in the same scale.		
Show someone what a person can do in one or more languages.		
Record and formally recognise informal experiences with other languages and cultures.		
Provide descriptions of levels in the various skills that are tailored to a particular group of learners (age, educational background, etc.).		
Record and analyse intercultural experiences.		
Provide checklists for specific levels.		
Provide teachers with support for planning the progression of learning.		
Encourage reflective writing.		
Provide teachers and institutions with support for reflexion on their objectives, methodological options, assessment practices, etc.		

**Step 2 ( † † † )**

Discuss your answers with your colleagues.

