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European Language Portfolio: Key Reference Documents

**Language Policy Division
Strasbourg**

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A User's Guide to the European Language Portfolio Reference Documents

Introduction

The aim of this document is to help developers of European Language Portfolio models to take full account of the various requirements that must be met in designing their models. A great deal of time, effort and commitment goes into the development of Portfolio models, not to mention the financial considerations. It is hoped that by reading this brief guide and carefully consulting the reference documents described below before and during their work developers may submit models to the European Validation Committee for accreditation that come as close to fulfilling these requirements as possible.

Background

The European Language Portfolio (ELP) was developed by the Language Policy Division of the Council of Europe, piloted from 1998 to 2000, and launched in 2001, the European Year of Languages.

During the piloting period it soon became clear that it was possible to explore various avenues for developing portfolios according to age groups, target audiences and different educational and cultural contexts. It also became evident that the success of the ELP depended on striking a balance between:

- consideration of national or regional contexts and/or specific learning situations;
- and the need to assert these documents' pan-European nature.

This concern to preserve the European nature of the ELP led to a number of initiatives, including:

- the establishment of a European Validation Committee;
- the publication of the *Guide for Developers* by Günther Schneider and Peter Lenz in June 2001;
- the development of a standard model of the *Language Passport* for adults, followed in 2005 by the development of an electronic version in co-operation with the European Commission for inclusion in *Europass*.

The reference documents

This desire to ensure that all ELPs remained European in nature and consistent with the Common European Framework of Reference (CEFR) led to the production of a series of documents designed to help ELP developers comply with these common principles:

a) Principles and guidelines: this document is designed to help authors developing an ELP. It sums up the basic principles, or **hard core**, of any model destined to become a European Language Portfolio. It should be used as a guide during all phases of development (and implementation) of the ELP.

In 2004, the contents of the *Principles and Guidelines* were supplemented by the addition (in the right-hand column) of **explanatory notes**. These notes clarify how the European Validation Committee has interpreted the *Principles and Guidelines* as and when questions have arisen and how its practice has been influenced by the discussions held, in particular, during the international ELP seminars. The explanatory notes do not merely illustrate the principles and guidelines: **they constitute a form of "case-law", knowledge and understanding of which is essential for all those involved and for future ELP developers.**

b) Application for validation and accreditation of an ELP model: this form supplements the *Principles and Guidelines* and the two documents must be perceived as forming a whole. This application form must be completed in full and accompany each ELP model submitted to the European Validation Committee for accreditation. Simply answering the questions in the application form with 'Yes' or 'No' is insufficient. Each question is an invitation to explain how the model being submitted fulfils the principles set out in the *Principles and Guidelines* and to give reasons for any specificity in the local context. You should also attach a covering letter containing any further background information or particular points to which the developer wishes to draw attention.

c) Rules for accreditation of ELP models: this document sets out the modus operandi of the European Validation Committee and the procedures for requesting validation of an ELP model.

All these documents may be downloaded from the Council of Europe's European Language Portfolio website:

www.coe.int/portfolio

They may also be obtained in paper versions from the Language Policy Division.

Compliance and assistance

The European Validation Committee, assisted by the Language Policy Division, makes every possible effort both to ensure that the reference documents are complied with and that the ELP concept gains from all the innovatory aspects of the various models. At the same time, it seeks to keep all the project participants, first and foremost the ELP Contact Persons, abreast of decisions taken and essential developments by:

- providing a regular supply of information at the international ELP seminars and via the ELP web-site;
- sending of a copy of each validated model to all ELP contact persons (provided the model's developers have supplied copies to the Council of Europe);
- making **common elements and templates** drawn from validated ELP models available to all future developers on the ELP web-site;
- holding, whenever possible, in-depth discussions at international seminars on, for instance, the development of descriptors for the checklists; this led in particular to the establishment of a **data bank of self-assessment descriptors**,

Key points

The European Validation Committee strongly recommends that developers pay particular attention to the following **key points**:

Common elements:

- use of the **structure and terminology common** to all the ELPs, in particular for the names of the various parts and the main headings;
- the presence of **at least one of the two official languages** of the Council of Europe for the titles of the three parts of the ELP, in the Language Passport and for the main headings of the Language Biography; furthermore, the entire ELP must be written in a **language comprehensible by all users**;
- use of the **official translations of the self-assessment grid** available on the ELP website (www.coe.int/portfolio);
- It is extremely **important to note that for purposes of validation, every part of the ELP must be translated into French or English** so that it can be understood and analysed by all the members of the European Validation Committee. Failure to submit a full translation will inevitably delay the validation process.
- the CEFR approach to descriptors must be used ('I can ...', etc.).

Structure

- **internal consistency**: consistency in the use of headings, page numbering and the place given to the different sections, and consistency between the Profile of Language Skills in the Language Passport and the levels of proficiency for which checklists are proposed in the Language Biography;
- **other languages**: sufficient attention should be paid to *languages other* than those being studied by the target audience as part of formal education, including mother tongues;
- **intercultural and learning experiences**: there should be *enough space for comments on* intercultural experiences and learning methods, and for mentioning experiences and know-how that do not come under the predefined headings of the ELP model;

Self-assessment

- **respect for learners' responsibility for self-assessment**, which should under no circumstances be "corrected" or "verified" by the teacher; however, separate space for assessment by others must be available elsewhere;
- the inclusion of **checklists** for self-assessment;
- obligatory inclusion of the **self-assessment grid of the CEFR**, either in the ELP itself or (exclusively in the case of ELPs for very young learners) in a guide for teachers;
- **explicit, clear reference to the CEFR**, in particular with regard to the language proficiency levels and language activities defined therein;

Descriptors and copyright

- information on **how the proficiency descriptors were devised** where they differ from those to be found in the CEFR or in the data-bank of self-assessment descriptors; when formal language examinations have been linked to the levels of the CEFR, this should be stated.
- indication of the **copyright** owners for parts of the ELP borrowed from other ELPs or from sources other than those made freely available to developers.

Mock-ups

According to the *Rules for the Accreditation of ELP Models*, any ELP submitted for validation should be presented in a form that indicates clearly what the finished Portfolio will look like. If the final form will differ in any significant respect from the form in which it is submitted, a description and explanation should be provided in the covering letter.

Scope

Accreditation is granted for a specific geographical area and target public (for example, young learners aged between 7 and 11 in France). The EVC must be informed of all translations of an accredited model. If the contents of a new language version have been modified in any way compared to the original, or if the target public has been changed, the resulting model must be resubmitted to the EVC for accreditation.

Compliance with the time-limit for submitting models is essential to allow the European Validation Committee to do its job.

Lastly, attention is drawn to the requirement to assess and update validated ELP models after they have been in use for three years.

Approval by relevant bodies

The *Rules for the accreditation of ELP models* state that before validating any ELP model, the European Validation Committee “will consider the advice of national committees or other relevant bodies”. For this reason it is advisable in all cases that the team (or individual) responsible for developing the ELP model should liaise with the contact person for their country or region even before beginning work and that the model should be submitted along with **the contact person’s opinion on the model’s suitability for publication in the local, regional or national context and any further clarifications which could help the committee to reach a decision**. It is accordingly not a question of asking the national committee or contact person, if given this role, to pre-approve the models submitted for validation.

In the case of ELP models designed for use with young learners in primary or secondary schools, the approval of the Ministry of Education, or equivalent authority, is also required.

Role of the Contact Persons

All of this information is vital for the contact persons. It is the contact persons who can and must pass it on as accurately as possible to all those concerned and who can assist developers at the design stage by explaining the European Validation Committee's expectations and possibly the reasons given by the committee for not validating a model as it stands. The contact persons also have an important role to play in relaying information from the field to the European Validation Committee.

To play their role to the full in their country or region the contact persons must be familiar with the spirit and the letter of these reference documents.

EUROPEAN LANGUAGE PORTFOLIO (ELP)

PRINCIPLES AND GUIDELINES-

with added explanatory notes

(Version 1.0)

Language Policy Division
Strasbourg

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EUROPEAN LANGUAGE
PORTFOLIO (ELP)¶

PRINCIPLES AND
GUIDELINES¶
(2000)¶

With added explanatory notes¶
(Version 1.0)¶

September 2003¶

PRINCIPLES AND GUIDELINES

In this document the left hand column contains the Principles and Guidelines that have been in use since 2000 and remain mandatory as regards the design and validation of ELPs. The right hand column contains explanations and commentary designed to assist ELP developers.

In the interest of

- the quality and credibility of the European Language Portfolio as a pedagogic and reporting tool and of
- the quality, validity and transparency of individual ELPs in a European context

authorities, decision makers, ELP developers, teachers and learners will use their best endeavours to follow these *Principles and Guidelines* when creating, using and promoting the European Language Portfolio.

1. The ELP reflects the Council of Europe's concern with:

- 1.1 the deepening of mutual understanding among citizens in Europe;
- 1.2 respect for diversity of cultures and ways of life;
- 1.3 the protection and promotion of linguistic and cultural diversity;

These three paragraphs refer to principal goals of the Council of Europe and explain why each ELP should

- have a strong European identity;
- [foster cultural and linguistic diversity](#);
- promote intercultural learning and the development of intercultural awareness and intercultural competence;
- help language learners to recognize and participate in the linguistic and cultural diversity that is central to their European heritage.

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- 1.4 the development of plurilingualism as a life-long process;

Increasingly the individual's language learning needs are likely to evolve [over a lifetime](#) in response to educational, vocational/professional and individual/social requirements.

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- 1.5 the development of the language learner;

The Council of Europe is committed to the development of learner autonomy as one of the cornerstones of education for democratic [citizenship](#) and lifelong learning; hence the ELP is designed to help learners to achieve a fuller awareness of their developing linguistic and cultural identity.

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- 1.6 the development of the capacity for independent language learning;

The ELP is likewise designed to help learners to achieve a fuller awareness of themselves as language learners and to develop language learning skills that they can deploy to meet individual needs that arise outside as well as inside formal educational contexts.

- 1.7 transparency and coherence in language

[Transparency and coherence are key principles](#)

learning programmes;

underlying the Common European Framework. When they are transferred to the ELP they imply that each ELP should be coherent in its structure and fully self-explanatory. Structural coherence includes consecutive page numbering. The principles of transparency and coherence also imply that ELPs should be designed in such a way that they help learners in formal educational contexts to understand the purpose and direction of the language learning programmes they are following.

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- 1.8 the clear description of language competence and qualifications in order to facilitate mobility.

The validity of the ELP's international reporting function depends on its use of the common reference levels of the Common European Framework.

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2 The ELP:

- 2.1 is a tool to promote plurilingualism and pluriculturalism;

The ELP is designed to take account of *all* of the learner's language and intercultural learning, whether it takes place inside or outside formal educational contexts. Accordingly ELPs should provide space for recording (i) all experience of learning and using second/foreign languages and (ii) competence in a number of languages. As a general rule ELPs should not support the learning of only one language. However, an exception has been made in the case of ELPs designed for use by migrants learning the language of their host community, though these are still required to take account of other languages the learner uses.

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- 2.2 is the property of the learner;

This means that the individual learner owns his/her ELP in both a literal and a metaphorical sense. Whatever support may be provided by educational institutions and teachers, the individual learner is responsible for maintaining his/her ELP. This entails responsibility not only for the ELP as a physical object but for all the processes that ELP use requires. In particular, the individual learner is responsible for the regular self-assessment that is fundamental to effective ELP use. This will generally require guidance appropriate to the target age group of the ELP model in question.

- 2.3 values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education;

In many cases learners develop competence in languages and cultures that do not form part of their formal educational experience. The ELP should help them to recognize and record this.

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- 2.4 is a tool to promote learner autonomy;

See also 1.5, 1.6 and 2.2 above. In formal educational contexts the ELP is intended to be used to involve learners in planning, monitoring and evaluating their learning.

- 2.5 has both a pedagogic function to guide and

These two functions are strongly interdependent.

support the learner in the process of language learning and a reporting function to record proficiency in languages;

- 2.6 is based on the Common European Framework of Reference with explicit reference to the common levels of competence;

The ELP will not easily fulfil its reporting function if it has not been central to the individual's language learning experience; on the other hand, the ELP's pedagogical function depends in part on the fact that it provides the learner with the means to record key features and events in his/her experience of learning and using languages.

See also 1.7 and 1.8 above. Any ELP's reporting function will be valid to the extent that it makes coherent and consistent use of the Common European Framework's common reference levels. These are summarised in the self-assessment grid and this should be included in all ELP models. An exception to this general rule is made in the case of ELP models for very young learners (see also 3.2 below). ELPs must also include appropriately formulated and detailed checklists to help learners to assess their language competences with reference to the common levels. For younger learners a simplified self-assessment grid may be developed, but it is recommended that the standard grid (Table 2 of the CEFR) is made available to teachers, parents and other stakeholders.

Deleted: This entails including the self-assessment grid in the language passport and detailed goal-setting and self-assessment checklists elsewhere in the ELP.¶

- 2.7 encourages learner self-assessment and the recording of assessment by teachers, educational authorities and examination bodies;

The principle of learner ownership of the ELP means that the recording of teacher assessment should always be independent of the learner's self-assessment. Though teachers inevitably play an important mediating role in developing learners' self-assessment skills, teacher assessment should not be used to correct the learner's self-assessment.

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- 2.8 it incorporates a minimum of common features (outlined below) which make it recognisable and comprehensible across Europe;

In addition to maintaining the three-part structure described below, all accredited ELPs proclaim their European character by using the Council of Europe's ELP logo at least on the front cover and at the beginning of each part, and the key terminology related to the ELP, especially *language passport, language biography and dossier*.

- 2.9 may be one of a series of ELP models that the individual learner will possess in the course of life-long learning. ELP models can cater for the needs of learners according to age, learning purpose and context and background.

Even when an ELP is specially designed to support the language learning needs of a particular group (e.g., migrant pupils learning the language of the host community in primary school), its design must correspond in every respect to these *Principles and Guidelines*. In particular it must not lose sight of the fact that the ELP is a tool to promote plurilingualism and pluriculturalism (see 2.1 above).

3 The authorities which undertake to produce an ELP for one or more target groups of learners should:

3.1 develop ELPs in conformity with the aims and principles described in this document and in the Common European Framework of Reference;

3.2 respect the basic division of the ELP into three parts so that the learners have the possibility to use each of these according to their particular needs in their different learning contexts;

the Language Passport section provides an overview of the individual's proficiency in different languages at a given point in time;

the overview is defined in terms of skills and the common reference levels in the Common European Framework;

The *Rules for the Accreditation of ELP Models* and the application form that accompanies all ELPs submitted to the Council of Europe for validation are designed to help developers ensure that they have not overlooked any of these aims and principles.

Most ELPs arrange the parts in the same order as these *Principles and Guidelines*, but other orders are permitted (e.g. *language biography – language passport – dossier*, *language biography – dossier – language passport*).

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It is expected that the learner will update the language passport at regular intervals, to reflect progress in language learning and the acquisition of new intercultural experiences.

The ELP owner assesses his/her proficiency in languages other than the mother tongue in terms of the six levels (A1–C2) and five skills (listening, reading, spoken interaction, spoken production, writing) of the Common European Framework. This is usually done using a table of the following kind:

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

All ELPs should include the self-assessment grid from the Common European Framework in its entirety as a basic point of reference. As noted in 2.6 above, the one exception to this general rule are ELPs for very young learners, but in such cases the self-assessment grid (Table 2 of the CEFR) should be made available to teachers, parents and other stakeholders in a guide or information note.

The common reference levels of the Common European Framework are not an alternative system of grading. Levels C1 and C2 require not only a high level of linguistic competence but maturity and a high level of educational and/or vocational/professional experience. For this reason, it is recommended that developers of ELPs for very young learners design their language passport so as not to appear to invite learners to rate themselves at an unrealistically high level.

Although the common reference levels refer to communicative proficiency in languages other than the mother tongue, the ELP “values the full range of the learner’s language and intercultural competence and experience regardless of whether acquired within or outside formal education” (see 2.3 above). This means that the language passport should allow the learner to record mother tongue proficiency in a way that is independent of but harmonious with the common reference levels. For example, users may be invited to draw attention to L1 skills that can be identified on the basis of the self-assessment grid. Especially in ELPs designed for use with very young learners it is important to recognize that pupils from ethnic minorities or from expatriate or migrant groups may have proficiency in one or more second languages that is significantly in advance of what their peer group is likely to achieve in foreign language learning at school.

it records formal qualifications and describes language competencies and significant language and intercultural learning experiences;

In many countries formal qualifications are not available to very young learners. ELPs aimed at very young learners, should nevertheless encourage them to record, e.g., success in language competitions, participation in international projects, etc.

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it includes information on partial and specific competence;

Because the ELP “values the full range of the learner’s language ... competence” (see 2.3 above), each model of the language passport must allow the user to record partial competences (e.g., an ability to read a language but not to speak or write it) and also specific competences (which may mean leaving space for learners to write their own description of what they can do).

it allows for self-assessment and the recording of assessment by teachers, educational institutions and examinations boards;

Formal assessment of learners by their teachers is more important in some countries than in others. For this reason teacher assessment can be accommodated in the language passport in a number of different ways. However, the principle of learner ownership means that teacher assessment should always be separate from the learner’s self-assessment and not used to correct it (see also 2.2 above).

it requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out.

To facilitate pan-European recognition and mobility a standard adult Passport and a standard Language Passport Summary are promoted by the Council of Europe for ELPs for adults.

The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress;

Some implementations of the standard adult passport include "soft pages" that associate formal language examinations with the common reference levels of the Common European Framework. In such cases the linking procedures used should be clearly stated.

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It is recommended that developers of ELPs for learners of 15 years and upwards use the standard adult Language Passport. Developers whose ELP has been accredited can obtain from the Council of Europe a CD-ROM containing the standard adult passport in A5 format in QuarkXpress.

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A standard Language passport summary is being designed for ELP owners to complement or include in their *curriculum vitae*. It will be downloadable from the Council of Europe's ELP website. The summary is to be included in the European Union's Europass.

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In order to plan their learning and assess their progress, learners need goal-setting and self-assessment checklists that expand on the summary descriptors contained in the self-assessment grid. All ELPs submitted to the Council of Europe for validation and accreditation should include such checklists, whether they are presented as part of the language biography or in an appendix. In each case checklists should be provided at levels appropriate to the learners for whom the ELP in question is intended. In the interest of coherence, an ELP that offers checklists at, for example, levels A1–B1 should provide for self-assessment at the same three levels in its language passport. Each ELP should state where the descriptors in its checklist come from. If they were specially developed, there should be a summary description of the processes involved.

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The Council of Europe has established a bank of descriptors that ELP developers can use in their checklists.

it encourages the learner to state what he/she can do in each language and to include information on linguistic, cultural and learning experiences gained in and outside formal educational contexts;

it is organised to promote plurilingualism, i.e. the development of competencies in a number of languages.

The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

3.3 adhere to terminological conventions, standard headings and rubrics as specified by the Council of Europe in at least one of the official languages of the Council of Europe (English or French) in addition to any other languages;

3.4 make the ELP and related documents available in the national language(s) and as far as relevant and practically feasible in the target languages and in the languages of the learners;

3.5 take into account the diversity of learners' needs according to age, learning purposes and contexts, and background, e.g. to develop where appropriate distinctive ELP models for different age groups whilst taking measures to ensure mutual recognition of all models and continuity between different educational institutions, sectors, regions and countries;

Examples of language biography pages that focus on intercultural learning and learning how to learn are available on the Council of Europe's ELP website and can be downloaded and used, with or without adaptation, by ELP developers.

The principle of plurilingualism requires that some language biography pages focus specifically on the learner's developing plurilingual identity.

Other pages may be used for two or more languages, while others need to be specific to the learning/use of one particular language. The design of each page should indicate clearly to which category it belongs.

The dossier is the most open part of the ELP – in many models it consists simply of a title page and a table of contents. Some developers have found it helpful to distinguish between a process dossier (i.e., a collection of materials that supports learning in progress) and a display dossier (i.e., a selection of the learner's work that shows off his/her proficiency to good effect).

This means that all ELPs are required to use (i) the titles *European Language Portfolio/Portfolio européen des langues, Language passport/Passeport de langues, Language biography/Biographie langagière* and *Dossier* and (ii) the common reference levels and skills of the Common European Framework. In addition, the whole of the language passport and key headings in the language biography and dossier should be in English and/or French in addition to any other languages.

Any ELP model can fulfil its reporting function only if it is linguistically accessible to those who may need to examine it. At the same time an ELP's pedagogical function may be enhanced if it is presented at least partly in the learners' target languages. Official translations of the self-assessment grid are available on [the Council of Europe's web site](#).

For example, the standard adult passport and self-assessment checklists designed for use by adults are not appropriate for use by very young learners.

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3.6 respect the European character of the ELP so as to promote mutual recognition of Portfolios within and across national boundaries, including the reporting of competencies in an internationally transparent manner by relating them to the categories and levels of proficiency described in the Common European Framework;

3.7 respect the copyright of the Council of Europe, other agencies and/or publishers whose material they may wish to use, and other ELP developers;

3.8 submit the ELP for approval before its publication and implementation to the Council of Europe or other bodies nominated by the Council of Europe for this purpose;

3.9 monitor and evaluate the use of the ELP and report the results to the appropriate co-ordinating body;

3.10 seek to improve the ELP in the light of experience.

4 The authorities and educational institutions using an ELP should:

4.1 create the conditions in which the ELP can be used effectively with regard to the agreed aims and principles, and taking into account the demands of curricula and teaching/learning contexts;

4.2 make it possible for learners who so wish to obtain and use an ELP;

4.3 recognise the learner as the owner of the ELP;

4.4 ensure that the aims and the purposes of the ELP are understood by the learners and that they can understand the content;

Besides using the Council of Europe's logo and key terminology (see 2.8 and 3.3 above), all ELPs should include (i) a standard text, supplied by the Language Policy Division, about the Council of Europe and (ii) the self-assessment grid (Table 2 of the Common European Framework). As noted in 2.6 and 3.2 above, an exception to this latter requirement is made in the case of ELPs for very young learners.

Each ELP should include a clear statement of copyright ownership that accounts for all elements of content and design. Although the Council of Europe makes the self-assessment grid and a bank of descriptors freely available to ELP developers, copyright in these tools remains with the Council of Europe and should be acknowledged. If ELP developers wish to use elements from published materials, including other ELPs, they should secure written permission to do so from the publisher(s) or ELP developer(s) in question before submitting their ELP for validation.

Under present arrangements only the European Validation Committee is authorized to validate and accredit ELP models.

The authorities responsible for disseminating accredited ELPs are required to submit regular reports on the implementation of their ELP.

It may be appropriate to consider whether an ELP could benefit from revision after several years of implementation (see 3.9 above).

This is a matter partly of ensuring that ELPs take full account of the learning context for which they are designed, and partly of providing appropriate levels of information and support for teachers, e.g., by providing a written guide and by ensuring that the ELP figures in pre- and in-service teacher education.

This means that a dissemination policy should be put in place.

See also 2.2 above.

Each ELP should include a brief description/explanation of its purpose, and teachers should be helped to mediate the ELP to their learners (via written guides and programmes of teacher education).

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- 4.5 promote the concept of European citizenship by providing a record of all language competencies and experiences, including, where appropriate, indigenous languages of minorities and languages of migrants;
- 4.6 ensure that learners are strongly encouraged to develop competencies in several languages which may include partial and specific competencies (e.g. receptive skills, competence in specified tasks) even at modest levels of proficiency;
- 4.7 assist teachers in the use of the ELP through appropriate training and support;
- 4.8 help learners to use the ELP usefully and effectively;
- 4.9 help learners to develop autonomy, a critical awareness of their learning and to assess their language and intercultural competence;
- 4.10 acknowledge all language and intercultural competence equally, regardless of whether it is acquired within or outside of formal education;
- 4.11 recognise, support and value other ELPs which individual learners may possess and wish to present or maintain;
- 4.12 publicise the ELP and disseminate examples of good practice.

See also 2.3 and 3.2 above.



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE
EUROPEAN LANGUAGE PORTFOLIO
PORTFOLIO EUROPÉEN DES LANGUES

Application for Validation and Accreditation of an ELP model *
Revised version, January 2005

Please complete and return to:

ELP Validation Committee
c/o Language Policy Division,
Directorate of Education DGIV

Council of Europe
F – 67000 Strasbourg

In the interest of

- the quality and credibility of the ELP as a pedagogic and reporting tool and
- the quality, validity and transparency of individual ELPs in a European context,

ELP models should conform to the *Principles and Guidelines* approved by the Steering Committee for Education (CD-ED). The questions in this application form reflect the key aspects in the *Principles and Guidelines* to be respected.

The *Principles and Guidelines* were reissued in June 2004 with added explanatory notes (document DGIV/EDU/LANG (2000) 33 rev.1).

Please take note of these when completing this form.

*** Developers of electronic ELP models are kindly requested to contact the Language Policy Division at an early stage in the development process before they submit their application**

0. General Information

0.1. Name of the applying authority or institution	
0.2. Address:	
0.3. Name and address (including e-mail address and telephone number) of contact person(s).	
0.4. Description of the ELP model and target population	
0.5. Scope of implementation	

0.6. Advice of national committee or other relevant body (if applicable)			
0.7. Is the model submitted a full mock-up of the intended final model?	Yes / No	0.8. Have you provided a full translation of the model into English and/or French for the purposes of validation with a clear indication of language use in the final model?	Yes / No

For this section of the application, refer to the <i>Principles and Guidelines 1.1 - 1.8, 2.1 - 2.9, and 3.3 - 3.5</i>	Y / N	Please explain how your model fulfils each of the principles listed below, giving page/section references. If your model does not fulfil one or more of the principles, please explain why this is the case.
1. Your ELP model in general		
1.1. Is it the property of the learner? (<i>Can the learner use or be enabled to use the ELP independently?</i>)		
1.2. Does it incorporate a minimum of common features (outlined in the Guidelines) which make it recognisable and comprehensible across Europe? In particular: 1.2.1 Does it respect the three-part structure (Language Passport, Language Biography, Dossier)?		
1.2.2 Is the Council of Europe logo present on the front cover page and the beginning of each part?		
1.2.3 Is the terminology of the ELP used (Language Passport, Language Biography, Dossier)?		
1.2.4 Does it include the standard text, supplied by the Language Policy Division, about the Council of Europe?		
1.3. Does the front cover reflect the European character of the ELP?		

1.4. Are the translations used for the self-assessment grid and other extracts from the Common European Framework (CEF) taken from official translations of the Framework? If none such were available, have the translations been approved by the national committee if such exists?		
1.5. Is the ELP terminology (titles and headings) the same as that used in accredited ELP models using the same language?		
1.6. Does it cater for the specific needs of the target group? 1.6.1 Are the design and the language used appropriate for the target age-group?		
1.6.2 Are the levels in the Language Passport and Language Biography attainable for the target age group?		
1.6.3 Are the descriptors in the Language Biography appropriate for the target group?		
1.6.4 Does the overall design still conform, however, to the Principles and Guidelines?		
1.7. Does it have internal coherence? 1.7.1. Is the terminology used coherent throughout?		
1.7.2. Is there clear linking between the three parts and appropriate navigational guidance?		
1.7.3. Are the pages clearly numbered?		
1.8 Is it coherent with other ELP models being used in your educational system?		

1.9 Does it encourage a creative personal development as a language learner?		
1.10 Does your ELP model promote learner autonomy? (<i>In formal contexts, the ELP is intended to involve learners in planning, monitoring and evaluating their learning</i>)		

See Principles and Guidelines section 3.2	Y / N	Please explain how your model fulfils each of the principles listed below, giving page/section references. If your model does not fulfil one or more of the principles, please explain why this is the case.
2. Does your <u>Language Passport</u> section		
2.1. correspond to the standard adult Language Passport or the Europass Language Passport? (<i>If yes, answer only questions 2.14, 2.15 and 2.16 in this section.</i>)		
2.2. allow an overview of the individual's proficiency in different languages at a given point in time?		
2.3. allow for regular updating?		
2.4. allow for recording and reflecting on the full range of the learner's language skills regardless of whether acquired within or outside formal education? (<i>Are sufficient space and means available?</i>)		
2.5. allow the recording of formal qualifications and all language competences regardless of whether gained in or outside formal educational contexts?		

2.6. allow for recording and reflecting on the full range of the learner's intercultural competence and experience regardless of whether acquired within or outside formal education? (<i>Are sufficient space and means available?</i>)		
2.7. allow the recording of significant language and intercultural experiences?		
2.8. allow the recording of partial and specific language competence?		
2.9. allow the recording of self-assessment, assessment by educational institutions and examination boards and, where appropriate, teacher assessment?		
2.10. offer the possibility of keeping self-assessment clearly independent of assessment by teachers and other external sources of assessment? (As owner of the ELP, the learner decides whether or not to include external assessment).		
2.11. allow the recording of when, by whom and on what basis the assessment was carried out?		
2.12. allow the overview to be defined in terms of skills or competences as described in the levels of the Common European Framework of reference?		
2.13. include the self-assessment grid from the Common European Framework (possibly in combination with more age-appropriate descriptors)?		
2.14. ensure continuity between different educational institutions, sectors and regions?		
2.15. take account of your learners' needs according to age, learning purposes and contexts, and background?		

2.16. include rubrics in English and/or French as well as other local languages?		
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See <i>Principles and Guidelines section 3.2</i>	Y / N	Please explain how your model fulfils each of the principles listed below, giving page/section references. If your model does not fulfil one or more of the principles, please explain why this is the case.
3. Does your <u>Language Biography</u> section		
3.1. facilitate the learner's regular involvement in planning?		
3.2. facilitate reflection upon the learning process in a regular and progressive manner?		
3.3. facilitate regular reflection upon and assessment of progress?		
3.4. provide the space and the means for learners to state what they can do in each language?		
3.5. promote learning to learn and learner autonomy?		
3.6. provide the space and the means for learners to include information on linguistic and cultural experiences gained in and outside formal educational contexts?		
3.7. promote plurilingualism i.e. the development of competences in a number of languages? If so, how?		
3.8. provide checklists of descriptors that expand on the summary descriptors contained in the self-assessment grid?		

3.9. (if yes) have descriptors that are appropriate for the target learners with regard to levels and content?		
3.10. (if yes) have descriptors that are formulated in the first person ("I can ...")?		
3.11. state the source of the descriptors used? (<i>If new descriptors have been developed, please provide an account of how they were developed.</i>)		
3.12. include key headings in English and/or French as well as any other local languages?		
3.13. use assessment and evaluation criteria in harmony with the Common European Framework?		
3.14. use levels and descriptors coherent with those used in ELP models in other educational sectors?		

See Principles and Guidelines section 3.2	Y / N	Please explain how your model fulfils each of the principles listed below, giving page/section references. If your model does not fulfil one or more of the principles, please explain why this is the case.
4. Does your <u>Dossier</u> section		
4.1. offer the learner the opportunity to select materials to document and illustrate achievements and/or experiences?		
4.2. allow for up-dating and re-organisation?		
4.3. encourage the development of plurilingualism? If so, how?		
4.4. include the key headings in English and/or French as well as any other local languages?		

4.5. distinguish between a process dossier and a display dossier? (NB not a condition for validation)		
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See <i>Principles and Guidelines section 4</i>	Please provide details.	
5. General principles		
5.1. How will you make it possible for learners who so wish to obtain and use your ELP? (<i>State the distribution channels and the cost involved for an individual learner.</i>)		
5.2. How is the learner recognised as the owner of his/her ELP?		
5.3. How will you ensure that the aims and the purpose of the ELP are understood by the learners and that they can understand the content? (<i>Do you have, for example, a Guide for Users or a Guide for Teachers?</i>)		
	Y / N	Please provide details.
5.4. Will the concept of European citizenship be promoted by providing a record of all language competences and experiences, including where appropriate, indigenous languages of minorities and languages of migrants?		
5.5. Will other ELPs, which individual learners may possess and wish to present or maintain, be recognised, supported and valued in your context?		

	Y / N	Please provide details.
6. Production of the ELP		
6.1. Will the ELP model to be accredited be produced in the applicant's name?		
6.2. If not, who will produce it and in what name?	-	
6.3. Is there a commercial interest?		
6.4. How many copies of the ELP will be produced?	-	
6.5. How will the evaluation and possible revision be handled?	-	

Signature:

Place and date:



EUROPEAN LANGUAGE PORTFOLIO (ELP)

RULES FOR THE ACCREDITATION OF ELP MODELS

**Language Policy Division
Strasbourg**

RULES FOR THE ACCREDITATION OF ELP MODELS

- Chair of the committee: The Validation Committee will have a chair and vice chair.
The chair calls the meetings and sets the agenda.
The chair holds the casting vote.
If deemed necessary the chair or three members of the committee can ask for a meeting to take place.
- Secretariat of the committee: The Language Policy Division of the CoE will be the Secretariat of the Validation Committee.
- Bureau of the committee: A bureau (up to 4 members) can prepare decisions related to applications for accreditation, ensure that guidance is given when requested and ensure continuity between meetings.
- Working methods The Committee may decide, if necessary and on the initiative of the Chair, that written procedure is to be applied.
- Voting procedures: There shall be a quorum if two thirds of the members of the Committee entitled to vote are present. Are considered present those who replied to the written procedure.

Decisions will be taken on majority vote among the members of the committee.

In the case of equality of votes the chair will have the casting vote.
- Time frames: Invitation to meetings will be issued at least 15 calendar days before a meeting.
Applications for accreditation, guidance or any other relevant documents will normally be made available to the members of the Committee and the nominated consultants **at least six weeks** prior to the decision deadline.

VALIDATION PROCEDURES

Principles and methods:

A. The principle of self-declaration:

Applicants declare:

- the conformity of the ELP model submitted to the *Principles and Guidelines*, or their reasons for any proposed deviations;
- their commitment to the *Principles and Guidelines* and their reasons for any proposed deviations.
 - their observation of the common core and any variations proposed;
 - the links to the *Common European Framework of reference*;
 - the parties having an interest in the ELP model;
 - how it will be produced and disseminated.

B. Information is given and received in good faith.

C. A mock-up of the ELP model has to be available for examination before accreditation is granted.

D. the committee will (in the interest of quality and credibility of the ELP as a pedagogic and reporting tool) verify the conformity of form, content and intent with the *Principles and Guidelines*.

It will use its discretion in forming an opinion on the degree of conformity to the common core needed in the specific case and to the acceptability of the variations proposed.

Where judged necessary, it will ask for further information and provide guidance before taking a decision.

E. The committee will consider the advice of national committees or other relevant bodies.

Several ELP models may be accredited, even when target groups overlap.

The committee will endeavour to foster co-operation between developers with a view to avoiding the undue proliferation of ELP models.

The advice of national and regional educational authorities on ELP models for the school sectors is taken into account.

F. The Validation Committee's decision on accreditation will be communicated to applicants within 10 working days following the meeting.

G. The accreditation does not prejudice the rights third parties may have.

Accreditation application

The application form for the accreditation of an ELP model can be down loaded from www.coe.int/portfolio or obtained from the Language Policy Division of the Council of Europe.

This form provides guidance for a self-evaluation of the proposed ELP model by the applying education authority or other body.

The ELP is normally submitted for the opinion or advice of the national committee or competent INGO according to agreed procedures.

The application for accreditation should reach the Validation Committee at least six weeks prior to the date of the meeting at which it will be examined.

The completed and signed form should be sent to:
The European Validation Committee
c/o The Language Policy Division

Directorate of Education DGIV, Council of Europe
F – 67075 Strasbourg

The application should be accompanied by a mock-up of the ELP model proposed. Twenty copies should be attached.

The Secretariat will acknowledge receipt of applications.

If necessary, the applicant will be asked for further information.

Application for guidance

Educational authorities or institutions undertaking to produce an ELP model may ask for guidance and a preliminary reaction from the Validation Committee at an early stage.

A draft mock-up of the ELP model should be enclosed if available.

Accreditation confirmation

The response to request for validation will be communicated in writing by the secretariat.

Accredited ELP models will carry an **accreditation number**.

All accredited ELP models will be acknowledged on the ELP web site.

The following rights are granted to accredited models:

- to use the *Council of Europe Logo with the addition “European Language Portfolio”* (© of the Council of Europe) as a design element for the accredited ELP model;
- to use the *Accreditation Stamp* on the ELP model and its individual distinct parts;
- to use these logos, names and stamps in English and/or French, the official Council of Europe languages, in any other language in harmony with the language policy of the member state.

The following conditions are attached:

- the obligation to observe the agreed *Principles and Guidelines* when implementing and using the accredited ELP model;
- the commitment to promote as far as possible the implementation of the recommendations
- any reasonable additional conditions judged necessary by the Validation Committee.

Duration of accreditation

The accreditation of a specific ELP model is linked to the production, the distribution and the use of the document in question.

Any changes made to an accredited ELP model shall be submitted to the national committee, competent INGO or, if necessary, to the Validation Committee which will decide whether a new application for accreditation is necessary. In this case, the revised ELP model will bear a new accreditation number.

Withdrawal of accreditation

The accreditation can be withdrawn by the European Validation Committee in the case of abuse and/or major infringement of the **Principles and Guidelines**.

Finances

The expenses of the members of the European Validation Committee shall be met by the Council of Europe.

A fee may be charged for expertise and guidance. The expenses may be passed on to the applicant.

A fee may be required for the validation procedure, use of the name “European Language Portfolio” (© of the Council of Europe). Royalties may be required in the case of commercial publications.

Applicants will be informed in advance of any financial implications.

Revision of Regulations

Revision of Procedures

These Regulations and Procedures may be revised at any time by the Validation Committee with the consent of the Steering Group for Education.

Strasbourg, 10 April 2002

Appendix

EUROPEAN LANGUAGE PORTFOLIO (ELP) EUROPEAN VALIDATION COMMITTEE

TERMS OF REFERENCE¹

Type of committee: **Select Committee of Experts**
Source of terms of reference: **Steering Committee for Education (CDED)**

Terms of reference: Under the authority of the Steering Committee for Education (CDED), the European Validation Committee shall be responsible for the accreditation of ELP models. To that end, the Committee shall:

- ensure the availability of procedures to assist ELP developers in seeking accreditation of their models;
- examine applications for accreditation of ELP models and grant the right to use the logo and name “European Language Portfolio” (© Council of Europe) on ELP models on the basis of the characteristics contained in the *Principles and Guidelines* as described in the Recommendations CC-ED (2000) 20;
- receive ELP models developed by
 - a) national and regional authorities
 - b) NGOs and INGOs
 - c) independent education institutions
 - d) private commercial or non-profit institutions

ELP models are normally submitted for opinion to the national committee / national authority or relevant INGO.

The Validation Committee will, in all cases, consider the opinions forwarded to it or will contact these bodies.

- confirm that the model conforms to the agreed *Principles and Guidelines*; or
- clarify why the models submitted have been judged not to correspond sufficiently to the *Principles and Guidelines*.

The Validation Committee shall also bring forward proposals for future policy and further development regarding the ELP; these proposals shall be submitted to the CDED for decision.

The Validation Committee **will not** be concerned with monitoring the commitments the governments, the authorities and users agreed to observe when implementing and using their ELP.

¹ Revised November 2004 and approved by the Bureau of the CDED on 14 March 2005

- Membership of the committee: The members of the Committee shall be persons with relevant competence in all sectors of language education.
- The Committee shall consist of 9 members approved by the CDED for a two-year term and its mandate may be renewed. The members' expenses shall be met by the Council of Europe. Until 31 December 2006 the members are:
- France
 - Hungary
 - Ireland
 - Italy
 - Netherlands
 - Poland
 - Russian Federation
 - Spain
 - Switzerland
- Up to five consultant experts in the field may be invited by the Validation Committee to offer expert guidance in its work on an occasional or regular basis. They will attend the meetings with no right to vote. Their expenses shall be met by the Council of Europe.
- Duration of terms of reference: These terms of reference shall be reviewed before 31 December 2006.

Bibliography

European Language Portfolio – Principles and Guidelines with added explanatory notes
(DGIV/EDU/LANG (2000) 33) rev 1

Rules for the Accreditation of ELP Models
(DGIV/EDU/LANG (2000) 26 rev.)

European Validation Committee (EVC) Terms of Reference

European Language Portfolio – Guide for Developers, Günther Schneider and Peter Lenz
See especially Revised Chapter 6 on *Selecting, developing, calibrating, adapting descriptors*

The European Language Portfolio: a Guide for Teachers and Teacher Trainers, David Little and
Radka Perclová

ELP website: www.coe.int/portfolio