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UNIVERSITET

Fortbildningsavdelningen
för skolans internationalisering

Language Biography 2

European Language Portfolio 16+ • Europeisk språkportfolio 16+

English version

European Language PORTFOLIO Européen des Langues

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio
Europeisk språkportfolio

Council of Europe
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The primary goal of The Council of Europe has always been to guarantee the dignity of the nations and citizens of Europe by enforcing respect for the fundamental values: democracy, human rights and the rule of law. These values are considered to be the foundations of a tolerant and civilised society and indispensable for European stability, economic growth and social cohesion.

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Europeisk språkportfolio (ESP) är ett material utarbetat av Europarådet, som ett redskap för att främja intresset för ett livslångt lärande hos Europas medborgare. ESP syftar till att öka motivationen till fortsatt språkinlärning och viljan att lära sig flera språk. Den möjliggör för språkinläraren – i och/eller utanför skolan – att kontinuerligt reflektera över inlärning och kulturella erfarenheter, fastställa kortsiktiga eller långsiktiga mål, utvärdera framsteg och dokumentera sitt arbete i ett dokument som äger giltighet i de flesta europeiska länder och har alltså på så sätt två funktioner, en *pedagogisk* och en *rapporterande*. Den bygger på skalorna för självbedömning av språkkunskaper från ***Gemensam europeisk referensram för språk: Lärande undervisning och bedömning.***

Kunskapssynen kan kort beskrivas på följande sätt
- Inlärarens självständighet och egna ansvar betonas starkt med sikte på livslångt lärande.
- Kommunikativ kompetens betonas i första hand med inriktning på praktisk användning. Det är vad man kan göra på det främmande språket som betonas.

Europeisk språkportfolio består av tre delar
I **Språkpasset** dokumenterar språkinläraren vilka språk och hur väl hon/han behärskar och var hon/han har lärt sig dem.
I **Språkbiografin** planerar, bedömer och reflekterar inläraren kring sin inlärning och sina olika kulturella erfarenheter.
I **Dossiern** samlar inläraren ett urval av sina arbeten. Det kan vara till exempel uppsatser, bilder, skriftliga, intalade eller filmade redovisningar samt betyg och intyg.

I Sverige finns förutom denna reviderade digitala modell av ESP 16+ två språkportfolior

- Europeisk språkportfolio 6–11
- Europeisk språkportfolio 12–16

Dessa två portfolior för yngre åldrar är utarbetade av Myndigheten för skolutveckling. Allt material i dessa båda kan hämtas hem gratis på Skolverkets webbplats och användas fritt.
Information och nedladdning av materialet: http://www.skolverket.se/sb/d/2164/a/12213

Denna Språkbiografi, som överensstämmer med Europarådets gemensamma principer och riktlinjer, är en reviderad del av Europeisk språkportfolio (ESP), av Europarådet bemyndigad version nr 19.2001 (rev. 2004 och 2010).

This Language Biography, which conforms to common Principles and Guidelines, is a reviced part of European Language Portfolio (ELP), accredited model No. 19.2001 (rev. 2004 and 2010).

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Language Biography

The Language Biography gives you the opportunity to think about your learning and your experiences of language. The biography contains three parts:

I • My languages (p. 4)
gives an overview of all the languages you know and want to present in your Language Biography

II • Language by language (p. 5–8)
gives you the opportunity to account separately for each language, in more detail, what you already know and what you want to be able to do for different purposes. Here your language experiences are important, e.g. from other cultures or from different areas of work and interests.

III • Checklists (p. 9–31)
give you the opportunity to decide the level (A1–C2) of language competences that you want to enter into the Language Passport.

Name

Date

My languages

Here you give an overview of all the languages you know and which ones you want to develop further. All languages are important! Think about the following questions:

- Which languages do you master well? You can speak, read and write without major difficulties.
- Which languages can you speak, read and write with some difficulty?
- Which languages do you know only partially? You can e.g. only partially understand what you read and hear and cannot yourself speak or write.
- Which languages do I want to get better at and how do you want to work to achieve that?

I prefer speaking these languages in an everyday situation
I am bi- or plurilingual in the following languages, i.e. I can shift fluently between the languages
I have learnt these languages outside of school e.g. in my childhood home or with other relatives, friends, or as an adult, e.g. in a workplace
I have learnt these languages at school or on a course, i.e. all the languages I have studied for a shorter or longer period when I have had a teacher.
I want to continue studying these languages
I would like to learn these languages
I want to document these languages in the European Language Portfolio

Language by language

You need a copy of pages 5–9 for each language you want to document. There is also the opportunity to work digitally.

How do I work with this part of the Language Portfolio?

In ***My language studies and plans for the future*** (p. 6) you map out where, when and how you learnt different languages.

- You decide for yourself how you are going to use your language skills, now and in the future.
- You relate your language competences to different needs.

In ***Intercultural experiences*** (p. 6) you present which experiences you have of your own and other cultures.

- Consider the fact that it is not just languages that differ between different countries, but also everyday life and values as well as historical and geographical conditions.
- Language and culture belong together and both are required in order to master a language well.

In ***Language in practical use*** (p. 7) you reflect about the different contexts where you have used the language.

My way of learning and applying the language (p.8) gives you the opportunity to reflect about how you learn language and how you can use the language knowledge that you have.

Name	Language	Date

My language studies and plans for the future

I have learnt these languages… Where and how did I learn these languages?
I want to continue learning these languages… Vad sWhat do I want to use my language knowledge for, e.g. at work, for study, for my interests, holiday trips…

Intercultural experiences

Practical experiences of other cultures Which practical experiences do I have of customs, relationships and people in countries or areas where this language is spoken, e.g. different lifestyles, social patterns, funny or embarrassing situations that I have ended up in, misunderstandings that have arisen, positive surprises…?
My own culture What I have learnt about my own culture by contact with people in countries where that language is spoken..

Name	Language	Date

Language in practical use

Work and placement
How have I used the language in a workplace, in Sweden or abroad? How could I use the language and what did I learn?

Subject studies in the language
I have studied the following subjects in this language. Where and in what context? How did my language develop by doing this?

Travel, exchanges, personal visits and informal contacts
I have had the following kinds of contact with people who speak the language: at home or abroad, correspondents, e-mail… What have I learnt most of all through these contacts?

Name	Language	Date

My way of learning and applying the language

This is how I prefer to teach myself the language Learning words and phrases, books, publications, films, musical texts, stories, reports, letters, dialogues role-play, project work…
I prefer working in the following way in order to learn the language Alone, in pairs or groups, at home, under the teacher's direct supervision…
Strategies for using the language effectively What do I do when I don't understand what someone is telling me, when I have difficulty making myself understood, when I want to find out information in a difficult text, when I want to write a more complicated message…?
My own responsibility What do I do to plan my work, set reasonable goals, learn the language effectively, assess my own progress and results?

Working with checklists

Checklists, which are a part of the Language Biography contain practical descriptions of language competences. They help you see which competences you have in one or several languages. As a result you can see what you need to do to develop further.

An example from **Level A2, Oral production:**

Oral production	1	2	3
I can describe myself, my family and other people.	☐	☐	☐

1 Tick here if you feel that you are capable of managing this task (Self-assessment).
2 Your teacher marks that you are capable of managing this task (Meeting a goal)
3 You mark that this goal is important for you to manage (Goal descriptors or priorities)

Suggested working method

1 Start off with the self-assessment scale in the Language Biography (p.32)

Create an overview of your language competences. What can you do in the language today? Consult your teacher if need be.

- Read the descriptors for one competence e.g. Listening comprehension, A1-C2. What level can you manage? Mark what you can do only if you are very certain that the descriptor corresponds to you.
- Continue in the same way with one or more of the other competences. You will not necessarily be at the same level for everything.

2 Working with the checklists (pp. 9–31)

Create a detailed picture of your language competences. Choose checklists which match your level.

- Concentrate on one competence at a time. You will probably need to use checklists for higher and lower levels.

3 Confirm your level in the Self-Assessment Grid (p.32) and then you can enter your competence level in the Language Passport.

Name	Language	Date

Level A1 • Checklists

From here I can go to the Language Biography (p.32)

Mark boxes: 1, 2 and 3

Fill in the empty lines with competences and experiences you consider are important for this level..

	I think I can manage to do this	Teacher/ another person confirms	Goals I want to reach
Listening comprehension	1	2	3
I can understand when someone speaks to me very slowly, with clear articulation and long pauses	☐	☐	☐
I can understand simple directions, e.g. relating to how to get from X to Y, on foot or on public transport	☐	☐	☐
I can understand carefully and slowly phrased questions and instructions	☐	☐	☐
I can understand figures and numbers, prices and information about the time	☐	☐	☐
I can recognise words and expressions that are connected to my field of work[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
Reading comprehension	1	2	3
I can understand information about people (hometown, age, etc.) in e.g. short news items in newspapers	☐	☐	☐
I can find a concert or a film in a newspaper or on a poster and find out where and when it's going to be	☐	☐	☐
I can understand a form e.g. an arrival card or a hotel registration form well enough to fill in the most important personal information about myself e.g. surname, first name, date of birth, nationality, passport number	☐	☐	☐
I can understand words and phrases on signs encountered in everyday life e.g. train stations, parking and no parking, keep left, no smoking…	☐	☐	☐
I can understand the most important commands in a computer program, e.g. print, save, copy	☐	☐	☐
I can follow short, simple written directions, e.g. how to get from one place to another	☐	☐	☐

Name	Language	Date

Level A1 • Checklists

Reading comprehension (cont.)	1	2	3
I can understand short, simple messages from e.g. postcards, congratulations cards, e-mails, SMSs…	☐	☐	☐
I can understand high frequency words and simple sentences on notice boards, posters, catalogues or brochures	☐	☐	☐
I can understand important safety instructions on signs and machines[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Conversation and spoken interaction	1	2	3
I can introduce someone and use the most common polite phrases to greet someone and say goodbye	☐	☐	☐
I can ask and answer simple questions, phrase and react to simple statements that are to do with me or my areas of interest	☐	☐	☐
I can make myself understood in a simple way, but the person I am talking to must be prepared to speak slowly and clearly	☐	☐	☐
I can make everyday purchases where I can point or with other gestures clearly show what I want	☐	☐	☐
I can use numbers, e.g. units of weight, prices and tell the time	☐	☐	☐
I can ask for and understand what people are asking me for, e.g. at the dining table	☐	☐	☐
I can ask people about their family relationships, interests etc. as well as answering such questions as long as they are addressed slowly and clearly	☐	☐	☐
I can express time with phrases such as e.g. next week, last Friday, in November, three o'clock	☐	☐	☐
I can ask and answer very simple questions about my workplace and my area of work[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level A1 • Checklists

Spoken expression	1	2	3
I can give personal information about myself, e.g. nationality, age, address, telephone number, family and interests	☐	☐	☐
I can introduce myself and my work in a very short and simple way[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Written competence	1	2	3
I can fill in a form with my personal details, e.g. education, work, age, address, interests	☐	☐	☐
I can write a simple greeting, e.g. a congratulations card	☐	☐	☐
I can write a simple postcard, e.g. with holiday greetings	☐	☐	☐
I can write a message to tell someone where I am or where and when we are going to meet	☐	☐	☐
I can write sentences and simple phrases about myself, e.g. about where I live and what I do	☐	☐	☐
I can order equipment, tools and other things on a pre-printed order form[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Strategies	1	2	3
I can make contact with people using simple, odd words and phrases also with gestures	☐	☐	☐
I can show if I do understand or do not understand	☐	☐	☐
I can iask in a very simple for someone to repeat what has been said	☐	☐	☐

Name	Language	Date

Level A1 • Checklists

Strategies (cont.)	1	2	3
I can ask in a very simple way for someone to speak more slowly	☐	☐	☐
I can use different means to check what a word means	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Intercultural experiences	1	2	3
I have met and listened to people who come from the countries where the language is spoken	☐	☐	☐
I recognise some famous buildings, monuments and typical geographical landmarks in these countries	☐	☐	☐
I can find a number of important cities and areas on a map of countries where the language is spoken	☐	☐	☐
I know something about family life, school, working conditions as well as customs and traditions, e.g. what one does for festivals, or during free time, in countries where the language is spoken	☐	☐	☐
I am aware of some differences between traditions and the way of life in Sweden and countries where the language is spoken	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

The descriptors in this checklist were originally developed for the *Common European Framework and the European Language Portfolio* as a part of a national Swiss scientific project (Schneider, G. & North, B. (2000). Fremdsprachen können – was heisst das?)
This Swedish version has been adapted to the Swedish syllabus for language and among other things, has been complemented with descriptors for professional language use (marked Y), as well as intercultural experiences

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Name	Language	Date

Level A2 • Checklists

From here I can go to the Language Biography (p.32)

Mark boxes: 1, 2 and 3

Fill in the empty lines with competences and experiences you consider are important for this level..

	I think I can manage to do this	Teacher/ another person confirms	Goals I want to reach
Listening comprehension	1	2	3
I can understand what is said in simple everyday conversation provided that speech is slow, clear and articulated.	☐	☐	☐
I can understand phrases, words and expressions, e.g. basic information about myself and my family, my local environment or employment or about everyday tasks	☐	☐	☐
I can grasp the main parts of short, articulated and simple messages and announcements, e.g. at a railway station	☐	☐	☐
I can understand what is important in a radio feature with familiar or everyday topics if the speech is slow and articulated	☐	☐	☐
I can discern what is important in a TV report about events, accidents etc. when the picture supports the spoken commentary	☐	☐	☐
I can understand simple descriptions of a work task if it is supported with a practical demonstration[Y]	☐	☐	☐
I can understand simple and practical instructions about how I should use materials and equipment[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
Reading comprehension	1	2	3
I can grasp important information in news summaries or simple newspaper articles which are clearly structured and illustrated	☐	☐	☐
I can understand a simple personal letter where the correspondent offers or asks me about different points of view about everyday life	☐	☐	☐
I can understand simple written messages from friends and colleagues which say e.g. when we should meet to go to the cinema or ask me to come early to work	☐	☐	☐
I can find out what is important for me e.g. leisure activities, entertainment and exhibitions in information brochures and newspapers	☐	☐	☐

Name	Language	Date

Level A2 • Checklists

Reading comprehension (cont.)	1	2	3
I can scan read adverts in newspapers, identify a headline or a column that I want to read and grasp what is important in that context e.g. prices and facilities regarding flats, sportswear or computers	☐	☐	☐
I can understand instruction manuals for simple equipment	☐	☐	☐
I can understand common, simple terms and instructions in a computer program	☐	☐	☐
I can understand short accounts about everyday and familiar events if the text is written in simple language	☐	☐	☐
I can understand and follow short instructions e.g. a recipe	☐	☐	☐
I can find what I am looking for in a handbook, an instruction folder or on a website [Y]	☐	☐	☐
I can with the aid of a dictionary understand more detailed information which I need e.g. in a work-related article or in a brochure [Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Conversation and spoken interaction	1	2	3
I can manage simple errands at the post office or the bank	☐	☐	☐
I can use public transport, e.g. buses, train and taxi, ask for vital information and buy a ticket	☐	☐	☐
I can get simple information about journeys, e.g. at a travel agents	☐	☐	☐
I can order something to eat or drink	☐	☐	☐
I can make simple purchases saying what I want and ask about the price	☐	☐	☐
I can ask for and give directions with the help of a map	☐	☐	☐
I can ask people how they are and respond to what has been said	☐	☐	☐
I can invite someone home and also respond to someone's invitation	☐	☐	☐

Name	Language	Date

Level A2 • Checklists

Conversation and spoken interaction (cont.)	1	2	3
I can apologise and accept an apology	☐	☐	☐
I can say what I like or do not like	☐	☐	☐
I can discuss what we are going to do with other people, where we are going and agree to meet	☐	☐	☐
I can ask people what they do at work and in their free time and answer similar questions	☐	☐	☐
I can find out about normal routines in a workplace, e.g. breaks, timesheets, certain work tasks, safety regulations…[Y]	☐	☐	☐
I can use standard phrases to answer the phone and manage very simple requests and questions[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Spoken expression	1	2	3
I can describe myself, my family, my friends and my home	☐	☐	☐
I can briefly and simply describe events	☐	☐	☐
I can give an account of which schools I have been to, how I am training now, or what my job is	☐	☐	☐
I can describe my interests in a simple way	☐	☐	☐
I can describe what has happened and my own experiences, e.g. last weekend or on holiday	☐	☐	☐
I can present my work and my workplace simply and with gestures and illustrations[Y]	☐	☐	☐
I can explain to a visitor in simple words about my training and what my work involves[Y]	☐	☐	☐
I can give basic information about time, date, quantity, cost etc. to a customer, in person or on the telephone[Y]	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level A2 • Checklists

Written competence	1	2	3
I can write short, simple notes and messages	☐	☐	☐
I can describe an event in simple sentences and give an account of where and when something happened	☐	☐	☐
I can fill in a form and present my training, my work, my interests and what I am good at	☐	☐	☐
With the help of simple phrases and sentences I can write and inform about what I do in everyday life e.g. about people, school, work, hobbies…	☐	☐	☐
I can in a polite way, in a short and simple personal letter e.g. ask or thank someone for something	☐	☐	☐
I can use the most important words which describe the chronological order of events, e.g. first, then, after, later…	☐	☐	☐
I can make simple orders and ask about quality, price, delivery time…[Y]	☐	☐	☐
I can keep a very simple log book about how I carry out a certain work task[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Strategies	1	2	3
I can attract attention	☐	☐	☐
I can, if I have not understood, in a simple way ask someone to repeat something that has been said	☐	☐	☐
When I lack a word I can use simple phrases to ask for help	☐	☐	☐
I can with a dictionary's help or with other means perform simple spoken or written tasks, both cooperating with other people and on my own	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level A2 • Checklists

Language quality	1	2	3
I can connect words and phrases with simple conjunctions such as and, but, because	☐	☐	☐
I can express myself quite correctly in simpler exchanges of words	☐	☐	☐
I have a sufficiently large vocabulary to manage simple everyday situations	☐	☐	☐
I can pronounce and spell words and simple phrases sufficiently well to be understood	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Intercultural experiences	1	2	3
I have participated in short, everyday conversations with people who speak the language	☐	☐	☐
I have a degree of knowledge about the geography, history and the make up of society in the countries where the language is spoken	☐	☐	☐
I am aware of the different facets and ways that people live, their social lives and their traditions, e.g. how birthdays are celebrated and different festivals	☐	☐	☐
I know something about everyday life in the countries where the language is spoken, e.g. food, clothes, music and leisure activities	☐	☐	☐
I can make comparisons between these countries and my own country and note typical cultural differences and how society is made up	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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Name	Language	Date

Level B1 • Checklists

From here I can go to the Language Biography (p.32)

Mark boxes: 1, 2 and 3

Fill in the empty lines with competences and experiences you consider are important for this level..

	I think I can manage to do this	Teacher/ another person confirms	Goals I want to reach
Listening comprehension	1	2	3
I can follow articulated speech which is directed to me in everyday situations, but sometimes I need to ask for certain words or phrases to be repeated	☐	☐	☐
I can generally understand the main content of a conversation providing the pronunciation is clear and standard language is used	☐	☐	☐
I can understand the main contents of a feature about topics that I am interested in, providing the speech is relatively slow and clear, e.g. a radio news programme.	☐	☐	☐
I can grasp what is important in a TV programme about familiar topics when the speech is relatively slow and clear	☐	☐	☐
I can understand simpler technical information, e.g. how to use common automatic machines and devices	☐	☐	☐
I can follow real-life instructions on a video or an audio tape, if they are about an area of work that I am involved in[Y]	☐	☐	☐
I can follow a simple and clear presentation of a new technical product[Y]	☐	☐	☐
I can follow more detailed spoken safety information[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
Reading comprehension	1	2	3
I can understand the main content of short newspaper articles about current and familiar topics	☐	☐	☐
I can read and on the whole understand articles and interviews in newspapers and journals about current topics	☐	☐	☐
I can scan read short texts e.g. news summaries and find relevant facts and information	☐	☐	☐

Name	Language	Date

Level B1 • Checklists

Reading comprehension (cont.)	1	2	3
I can understand what is most important in short and simple information brochures about everyday areas or within my area of work	☐	☐	☐
I can understand simple messages and letters e.g. from companies, associations or authorities	☐	☐	☐
I can understand the sequence of events in a clearly structured account and grasp which are the most important events and why they are meaningful	☐	☐	☐
I can find information I need in manuals, instruction books or on the Internet possibly with a dictionary's help[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Conversation and spoken interaction	1	2	3
I can introduce, maintain and conclude a simple conversation at a personal meeting if the topic is familiar	☐	☐	☐
I can manage most everyday situations e.g. ask for help and follow instructions	☐	☐	☐
I can express and react in speech to feelings such as surprise, joy, sorrow, interest, indifference…	☐	☐	☐
I can both express and ask for personal points of view and opinions during a discussion with friends	☐	☐	☐
I can participate in a conversation and answer or ask questions about a mutual area of work[Y]	☐	☐	☐
I can participate in a simpler discussion about different kinds of work tasks and what they involve[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level B1 • Checklists

Spoken expression	1	2	3
Spoken expression	☐	☐	☐
I can present in a fairly detailed way different experiences with descriptions of feelings and reactions	☐	☐	☐
I can explain and give reasons for my plans, intentions and actions	☐	☐	☐
I can retell the plot of a book or film and describe my reactions	☐	☐	☐
I can reproduce simply what I have just read if I use words from the original text and composition	☐	☐	☐
I can give simpler instructions and safety instructions within my area of work[Y]	☐	☐	☐
After a degree of preparation, I can introduce my work colleagues, my workplace and how it is organised, and give a short guided tour of my workplace[Y]	☐	☐	☐
	☐	☐	☐

Written competence	1	2	3
I can write simple coherent texts about a number of topics within my areas of interest and can express personal points of view and opinions	☐	☐	☐
I can write personal letters to friends and simply tell them about news and events	☐	☐	☐
I can describe the plot of a film or book, or write about a concert	☐	☐	☐
I can express feelings in a letter such as sorrow, joy, interest, regret, sympathy…	☐	☐	☐
I can provide a written answer to adverts and ask for further information about different products	☐	☐	☐
I can communicate short, simple facts to friends or colleagues via e-mail and also ask for similar information	☐	☐	☐
I can write simple, clear instructions about work routines[Y]	☐	☐	☐
I can write a summary of my merit record[Y]	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level B1 • Checklists

Strategies	1	2	3
I can ask for explanations when I do not understand	☐	☐	☐
I can use different means to try to understand an unpolished text or to express myself in writing	☐	☐	☐
I can use different means to try to understand an unpolished text or to express myself in writing	☐	☐	☐
I can guess the meaning of individual words and expressions from their context, if I am familiar with the topic	☐	☐	☐
	☐	☐	☐

Language quality	1	2	3
I have a sufficiently wide vocabulary to be able to, with a few circumlocutions, express myself correctly about most topics related to my everyday life, e.g. family, interests, work, current events…	☐	☐	☐
I can express myself more or less accurately in familiar and predictable situations	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Intercultural experiences	1	2	3
I can use common polite phrases	☐	☐	☐
I am aware of the meaning of gestures, body language and humour in many informal contexts and which differences there may be between different cultures	☐	☐	☐
I am aware of social differences in countries where the language is spoken e.g. how people live, dress or spend their free time	☐	☐	☐
I can compare and point out contrasts between my own country's culture and the culture in countries where the language is spoken	☐	☐	☐
I have experienced how Swedish culture can be perceived by people from a different cultural background	☐	☐	☐
I can make contact with others in an appropriate way in everyday and simple situations	☐	☐	☐
	☐	☐	☐

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Name	Language	Date

Level B2 • Checklists

From here I can go to the Language Biography (p.32)

Mark boxes: 1, 2 and 3

Fill in the empty lines with competences and experiences you consider are important for this level..

	I think I can manage to do this	Teacher/ another person confirms	Goals I want to reach
Listening comprehension	1	2	3
I can understand in detail what someone tells me in everyday conversation	☐	☐	☐
I can follow a clearly delivered lecture or other spoken performance if I know about the topic	☐	☐	☐
I can understand most documentary programmes in standard language	☐	☐	☐
I can follow TV programmes such as documentaries, interviews, chat shows, plays and most films in standard language	☐	☐	☐
I can understand basic concepts in more complicated language about both concrete and abstract topics which are conveyed in standard pronunciation	☐	☐	☐
I can follow different kinds of demonstrations, instructions and directions within my area of work well enough to apply that information in practice[Y]	☐	☐	☐
	☐	☐	☐
Reading comprehension	1	2	3
I can quickly grasp the content of what is particularly important in the news, articles, reports and letters about topics within my areas of interest or areas of work	☐	☐	☐
I can understand specialised articles, even outside my own specialist areas, if I can use a dictionary when I need it	☐	☐	☐
I can read reviews about e.g. film, theatre, books, concerts and summarise the main content myself	☐	☐	☐
I can quickly read through a handbook or information manual, e.g. for a computer program, and understand relevant explanations	☐	☐	☐
I can understand handbooks and instructions within my area of work well enough for me to quickly be able to turn information into practical action[Y]	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level B2 • Checklists

Conversation and spoken interaction	1	2	3
I can introduce, maintain and conclude conversations and discussions in a natural way and adapt to the reactions of those around me	☐	☐	☐
I can exchange a substantial amount of detailed factual information about topics within my areas of interest and work	☐	☐	☐
I can express my feelings in a nuanced way and emphasise what is of particular importance for me	☐	☐	☐
I can present and assert my opinions in discussions by putting forwards relevant explanations, arguments and commentaries	☐	☐	☐
I can initiate and lead a discussion and ensure that everyone understands and takes part in the discussion	☐	☐	☐
I can conduct a prepared interview and give feedback	☐	☐	☐
I can manage a job interview, that is to say, introduce myself, my qualifications and experience and put forward an argument as to why I am appropriate	☐	☐	☐
I can actively lead a discussion within my work are in order to e.g. solve an urgent problem or put forward a strategy[Y]	☐	☐	☐
	☐	☐	☐

Spoken expression	1	2	3
I can give clear, detailed descriptions about a number of topics which concern my areas of interest	☐	☐	☐
I can summarise short spoken news, interviews, documentaries or discussions which contain different opinions and arguments	☐	☐	☐
I can give a spoken summary of the plot and the course of events from an episode from a film or a theatre play	☐	☐	☐
I can build a chain of reasoned arguments and in a logical way link together my points of view	☐	☐	☐
I can explain a standpoint about a current topic and argue for and against	☐	☐	☐
I can e.g. in the case of an unplanned visit, introduce my colleagues, my workplace and how it is organised, and give a guided tour of my workplace[Y]	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level B2 • Checklists

Written competence	1	2	3
I can write clear and detailed texts e.g. essays, reports, descriptions of different topics within my areas of interest and work	☐	☐	☐
I can summarise in writing articles about popular topics	☐	☐	☐
I can summarise information from different sources and media	☐	☐	☐
I can e.g. in an essay or in a letter to the press discuss a topic and give a reason for or against a certain standpoint	☐	☐	☐
I can put forward my arguments in an essay or a report in a systematic way and emphasise important points and details	☐	☐	☐
I can write about events and real or imagined experiences in a detailed and easily readable way	☐	☐	☐
I can write a short film or book review	☐	☐	☐
I can express my feelings and points of view in a personal letter and write about current events and through that make it clear what I think	☐	☐	☐
I can summarise notes from a (committee) meeting and note down key information from a telephone conversation and write a concise message.	☐	☐	☐
I can write a simple report about measures I took during a work task[Y]	☐	☐	☐
I can write about my workplace, the staff's different work tasks and the way the work is organised[Y]	☐	☐	☐
I can write a simple job application[Y]	☐	☐	☐
	☐	☐	☐

Strategies	1	2	3
I can use a range of strategies to understand what I hear; I listen out for what is important and I test the meaning by using clues from the context	☐	☐	☐
I can use phrases like, "That is a good question…" in order to save time and not be interrupted while I work out what I want to say	☐	☐	☐
I can collect information independently from different sources related to my area of work and use it in a spoken or written form[Y]	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level B2 • Checklists

Language quality	1	2	3
I can pass information on in a correct way	☐	☐	☐
I have a sufficiently wide vocabulary in order to express myself about most general topics	☐	☐	☐
I can communicate with fairly good grammatical certainty and correct mistakes that have led to misunderstandings	☐	☐	☐
I can pronounce and spell words and phrases well enough to be able to use the language effectively for most general topics	☐	☐	☐
I can notice my most common errors and consciously be aware of them when I speak or write	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Intercultural experiences	1	2	3
I have had several opportunities to use the language in different situations together with people of different ages and background	☐	☐	☐
I am aware that there are rules for socialising and social contacts that differ from those in my own country, e.g. queuing, accepting an invitation or being a guest in someone's home and I can in those situations which require it behave and speak correctly	☐	☐	☐
I can recognise some common regional ways of speaking	☐	☐	☐
I have read about some of the most important events in the countries where the language is spoken and I can tell someone about some historical events and people	☐	☐	☐
I can describe my own culture and my own country from different points of view and compare different phenomenon with similar ones in countries where the language is spoken	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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Name | Language | Date

Level C1 • Checklists

From here I can go to the Language Biography (p.32)

Mark boxes: 1, 2 and 3

Fill in the empty lines with competences and experiences you consider are important for this level..

	I think I can manage to do this	Teacher/ another person confirms	Goals I want to reach
Listening comprehension	1	2	3
I can follow articulated speech even in situations where it is not clearly structured and when relationships and context are only insinuated	☐	☐	☐
I can understand a wide range of idiomatic and everyday expressions and grasp variations in style	☐	☐	☐
I can understand complicated technical information, e.g. manuals or specifications for well known products and services	☐	☐	☐
I can understand lectures, talks and reports within my area of work or training even when the topic and language is complicated	☐	☐	☐
I can understand films that contain an amount of slang and idiomatic expressions without huge difficulties	☐	☐	☐
I can understand without difficulty e.g. presentations, demonstrations and talks which are directly or indirectly connected to my area of work[Y]	☐	☐	☐
	☐	☐	☐
Reading comprehension	1	2	3
I can understand demanding texts and summarise them	☐	☐	☐
I can read complicated reports, analyses and commentaries where opinions, points of views and connections are discussed	☐	☐	☐
I can understand long and complicated instructions, e.g. how to use new equipment, even when it does not concern my work or area of interest, providing that I have time to read them several times	☐	☐	☐
I can read any kind of correspondence and only need to use a dictionary now and again	☐	☐	☐
I can read contemporary fiction	☐	☐	☐
I can read magazines related to my area of work to keep myself informed about current developments[Y]	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level C1 • Checklists

Conversation and spoken interaction	1	2	3
I can participate almost on equal terms in a lively discussion with native speakers	☐	☐	☐
I can use the language fluently, effectively and more or less correctly using a broad register of general, work-related or academic topics	☐	☐	☐
I can use the language flexibly and effectively for social purposes, even to show feelings, make insinuations and joke	☐	☐	☐
I can express my thoughts and ideas clearly and precisely and put forward or respond to complex arguments in a convincing way	☐	☐	☐
I can use suitable expressions effortlessly to join in a discussion and I can skilfully connect my own input to other speakers'	☐	☐	☐
	☐	☐	☐

Spoken expression	1	2	3
I can describe complicated topics clearly and in detail	☐	☐	☐
I can give a spoken summary of long and demanding texts	☐	☐	☐
I can clearly present a topic within my personal or professional sphere of interest and if need be answer spontaneous questions from the audience[Y]	☐	☐	☐
	☐	☐	☐

Written competence	1	2	3
I can put forward a complicated topic in a clear and well structured way and bring up the essential points, e.g. in an essay or report	☐	☐	☐
I can put forward points of view and comments about a topic or an event, underline the main points and reinforce my reasoning with detailed examples	☐	☐	☐
I can collect information from different sources and reproduce it in a coherent resumé	☐	☐	☐
I can write correct formal letters, e.g. to complain or campaign for or against something	☐	☐	☐
I can write correct formal letters, e.g. to complain or campaign for or against something	☐	☐	☐
I can clearly and concisely describe a product or a service within my area of work[Y]	☐	☐	☐
I can write minutes from a (committee) meeting[Y]	☐	☐	☐

Name	Language	Date

Level C1 • Checklists

Strategies	1	2	3
I can replace a word with a word I cannot remember with a similar term, without distracting my audience	☐	☐	☐
I can collect information independently and language support from different sources and analyse, work through and structure what I have found for my own use	☐	☐	☐

Language quality	1	2	3
I can express myself fluently and spontaneously and almost without effort in most situations	☐	☐	☐
I can express my thoughts in a clear, fluent and well structured way in a presentation	☐	☐	☐
I master an extensive range of vocabulary which allows me to easily fill in gaps with circumlocutions	☐	☐	☐
I have a firm base from which I can speak and write with a high degree of grammatical accuracy	☐	☐	☐
I can with quite probable certainty pronounce and spell words and phrases within the areas where I use the language	☐	☐	☐
	☐	☐	☐

Intercultural experiences	1	2	3
I have several different experiences of communicating in speech and in writing with people who speak the language	☐	☐	☐
I can grasp irony and humour that occurs in a text	☐	☐	☐
I can grasp the social, political and historical background in a literary work	☐	☐	☐
I am aware of the meaning of gestures and body language and can to some extent adapt to a certain cultural situation	☐	☐	☐
I have experience of the language and of social and cultural patterns in countries where the language is spoken which means it is possible for me to avoid intercultural misunderstanding	☐	☐	☐
I have carefully studied developments within at least one of the following areas: politics, religion, literature, film, art, music… in one or more of the countries where the language is spoken	☐	☐	☐
I have written essays or reports for e.g. a project within at least one of the preceding areas and can draw conclusions about the differences between my own country's culture and cultures in countries where the language is spoken	☐	☐	☐
	☐	☐	☐

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Name	Language	Date

Level C2 • Checklists

From here I can go to the Language Biography (p.32)

Mark boxes: 1, 2 and 3

Fill in the empty lines with competences and experiences you consider are important for this level..

	I think I can manage to do this	Teacher/ another person confirms	Goals I want to reach
Listening comprehension	1	2	3
I have no difficulties understanding any kind of spoken language whether it be face to face or on radio/TV , not even when it is spoken quickly by mother tongue speakers, providing I have a bit of time to get used to regional variations in the language	☐	☐	☐
	☐	☐	☐
Reading comprehension	1	2	3
I can understand texts where the content is not straightforward, e.g. irony, satire, slang, puns, metaphors…	☐	☐	☐
I can understand handbooks, regulations and contracts even within unfamiliar areas	☐	☐	☐
I can understand contemporary and classical literature in different genres – poetry, prose, drama	☐	☐	☐
I can read and understand texts such as literary articles or satire where a lot is said in an indirect way and contains hidden values	☐	☐	☐
	☐	☐	☐
Conversation and spoken interaction	1	2	3
I can participate easily in all kinds of conversations and discussions with mother-tongue speakers	☐	☐	☐
	☐	☐	☐
Spoken expression	1	2	3
I can summarise information in a coherent report from different sources and give a clear picture of arguments and statements	☐	☐	☐
	☐	☐	☐

Name	Language	Date

Level C2 • Checklists

Written competence	1	2	3
I can write a well-structured text about complicated topics, e.g. reports, essays, reviews and articles	☐	☐	☐
I can write summaries of non-fiction texts and literary works	☐	☐	☐
I can phrase clear and well-structured written documents, e.g. an application or enquiry to an authority, a manager or a customer	☐	☐	☐
	☐	☐	☐

Strategies	1	2	3
I can rephrase or get round a difficulty so easily that an audience is hardly aware of it	☐	☐	☐
I can use all kinds of means to write relatively advanced language which to all intents and purposes corresponds to native language use	☐	☐	☐
	☐	☐	☐

Language quality	1	2	3
I can express myself naturally and without effort and only occasionally do I need to pause in order to choose the right word	☐	☐	☐
I can convey nuances through a broad register of expressions	☐	☐	☐
I master idiomatic phrases and everyday expressions and I am aware of implicit meanings and insinuations	☐	☐	☐
I can consistently and spontaneously express myself and use correct grammar even in complicated language	☐	☐	☐
	☐	☐	☐

Intercultural experiences	1	2	3
I have a sufficient number of experiences of the language in practical use and of people and cultural characteristics of countries where the language is spoken, to be able to naturally and comfortably be a part of such a society	☐	☐	☐
	☐	☐	☐

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European language levels – Self Assessment Grid

	A1	A2	B1	B2	C1	C2
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.
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 an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, 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 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 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.
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, 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.

Checklistor klara, datum						
Min signatur						
Lärares/annans signatur						

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