



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

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 of the Education Committee set out in the Recommendations CC-ED (2000) 20* for validation and accreditation.

The questions in this application form reflect the key aspects to be respected.

Applying authority/institutions are asked to evaluate the conformity of their model with the *Principles and Guidelines* and justify any variations they consider desirable.

Application for Validation and Accreditation of an ELP model

Please complete and return to:

ELP Validation Committee
c/o Language Policy Division
Directorate of Education DGIV
Council of Europe
F – 67000 Strasbourg

Registration number

Date:

Accreditation number

Date:

Accreditation granted to:

Request for guidance

Date:

1. General Information

1.1 Name of the applying authority or institution

1.2 Address:

1.3 Name and address of contact person(s)

1.4 Description of the ELP model and target population

1.5 Scope of implementation

1.6 Advice of national committee or other relevant body (if applicable)



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The ELP model should reflect the Council of Europe's concern with:

- The deepening of mutual understanding among citizens in Europe;
- Respect for diversity of cultures and ways of life;
- The protection and promotion of linguistic and cultural diversity;
- The development of plurilingualism as a life-long process;
- The development of the language learner;
- The development of the capacity for independent language learning;
- Transparency and coherence in language learning programmes;
- The clear description of language competence and qualifications in order to facilitate mobility.

2. Your ELP model:

| | yes | partially | no | observations (add separate pages if more space is needed) |
|--|--------------------------|--------------------------|--------------------------|--|
| 2.1. Is a tool to promote plurilingualism and pluriculturalism? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.2. Is the property of the learner? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 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? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.4. Is a tool to promote learner autonomy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.5. Has both a pedagogic function to guide and support the learner in the process of language learning and a reporting function to record proficiency in languages? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.6. Is based on the Common European Framework of Reference with explicit reference to the common levels of competence? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.7. Encourages learner self-assessment (which is usually combined with teacher assessment) and assessment by educational authorities and examination bodies? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.8. Incorporates a minimum of common features (outlined in the Guidelines) which make it recognisable and comprehensible across Europe? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.9. Caters for the specific needs of your target group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



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ELP models should respect a basic division of the ELP into three parts:

- The Passport
- The Language Biography
- The Dossier

so that the learners have the possibility to use each of these according to their particular needs in their different learning contexts.

ELP models should adhere to terminological conventions, standard headings and rubrics as specified by the CoE.

For ELP passports this should be in at least one official language of the CoE (English or French) in addition to any other languages.

| 3. Does your ELP Passport section | | yes | partially | no | observations |
|--|---|--------------------------|--------------------------|--------------------------|--------------|
| 3.1 | allow an overview of the individual's proficiency in different languages at a given point in time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.2 | allow the recording of formal qualifications and all language competencies regardless of whether gained in or outside formal educational contexts? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.3 | allow the recording of significant language and intercultural experiences? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.4 | allow the recording of partial and specific language competence? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.5 | allow the recording of self-assessment, teacher assessment and assessment by educational institutions and examination boards? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.6 | allow to record on what basis, when and by whom the assessment was carried out? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.7 | Is the overview defined in terms of skills or competencies as described in the levels of the Common European Framework of reference? If not, specify how your levels relate to the CEF. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.8 | take account of your learners' needs according to age, learning purposes and contexts, and background? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.9 | ensure continuity between different educational institutions, sectors and regions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.10 | respect the European character of the ELP so as to promote mutual recognition of Portfolios within and across national boundaries? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



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The ELP models and particularly the Language Biographies and related documents should be made 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.

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

In principle specific ELP models may be accredited, even when target groups overlap, as long as this does not lead to an undue proliferation of models.

The Validation Committee will consider the advice of national committees and other relevant bodies where such exist.

4. Does the Language Biography

- | | | | | |
|-------------|---|--------------------------|--------------------------|--------------------------|
| 4.1 | facilitate the learner's involvement in planning? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 | facilitate reflection upon the learning process? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 | facilitate reflection upon and assessment of progress? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 | encourage learners to state what they can do in each language? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 | encourage learners to include information on linguistic and cultural experiences gained in and outside formal educational contexts? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 | Is the Biography organised to promote plurilingualism i.e. the development of competencies in a number of languages? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.7 | Do the levels used match with the levels in the common European Framework? If not explain how they relate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.8 | Have the descriptors used been tested with the target population – are they transparent, understandable for the target age group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.9 | Are the levels and descriptors used compatible with the curricula? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.10 | Are the assessment and evaluation criteria in harmony with the Common European Framework? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.11 | Are the levels and descriptors coherent with those used in ELP models in other educational sectors? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.12 | Are there any specific additional descriptors? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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Authorities and institutions using an ELP should 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.

Learners should be strongly encouraged to develop competencies in several languages which may include partial and specific competencies even at a modest level. Learners, at least in the early stages, need help to use the ELP usefully and effectively.

Learners need help in particular to develop autonomy, a critical awareness of their learning and to assess their language and intercultural competence. Teachers need appropriate training and support.



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The expenses of the members of the European Validation Committee will be met by the Cultural Fund of the Council of Europe.

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

A fee may also be required for the use of the name “European Language Portfolio” and the logo of the Council of Europe.

The accreditation will be confirmed in writing by the Secretariat clearly outlining the rights granted and any conditions attached.

Validated ELP models will carry an Accreditation number.

7. Any additional information

8. Do you require any guidance or support in the production of your ELP?

9. Production of the ELP

yes no

9.1 Will the ELP model to be accredited be produced in the applicants name?

9.2 If not, who will produce it and in what name?

9.3 Is there a commercial interest?

9.4 How many copies of the ELP will be produced?

9.5 How will the evaluation and possible revision be handled?

10. Signature

Place and date