

## **Portfolio Assessment in the Primary English Classroom**

Ομάδα ΝΑΠ Αγγλικών Δημοτικής

### **What is portfolio assessment?**

- A language portfolio is a compilation of an individual child's work, showing his/her language abilities, effort and language development over time.

(Ioannou-Georgiou & Pavlou, 2003)

## Why portfolio assessment?

- Here are some important benefits:
  - Allows for a child-friendly way of assessing children
  - Allows for the assessment of all language skills as well as the assessment of language attitudes, learning strategies and intercultural development
  - Encourages the development of learner autonomy
  - Allows for each child to be assessed in comparison to his/her own potential and individual development
  - Allows for the involvement of parents in the learning process and the strengthening of home-school relationships

## How is it introduced in the new curriculum?

### EUROPEAN LANGUAGE PORTFOLIO



European  
Language  
**PORTFOLIO**  
Européen  
des Langues



**Based on the Common European Framework of Reference for Languages**



Proficient User	C2 Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 Effective Operational Efficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2 Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2 Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1 Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



## The European Language Portfolio

- It is a 3-part document in which language learners can record their language learning and cultural experiences
- **Language Passport**  
The Passport section provides a summary of learners' proficiency in different languages and is linked to the common reference levels in the CEF. Learners record their formal qualifications and language and intercultural skills, experiences and achievements. There is also a grid for self assessment.
- **Language Biography**  
The Language Biography helps learners to plan, reflect on and assess their progress.
- **Dossier**  
The Dossier is for storing evidence of the language skills, acquired both formally and informally, which have been recorded in the biography or passport.

## **The Cyprus primary portfolio story...**

- Developed and piloted in 2011-12
- Will be submitted to the EU for validation in November 2012
- Will be extensively piloted during 2012-2013
- Prepared for general use by September 2013

## **Link with the National curriculum and new coursebooks (1)**

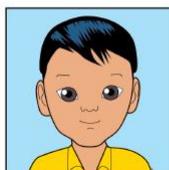
- References in the teacher's books, e.g. Year 1:

**“After this lesson the pupils can visit their portfolio and note that they learned the numbers from 1- 10. Evidence of their learning which can be included, can be the completed ‘listen and colour’ handout used above, a recording of themselves saying the numbers (video or audio) or a recording of themselves singing the number rhyme they learned in this lesson. The pupils can also illustrate the song they learned.”**

p. 53 (Unit 6)

## Link with the National curriculum and new coursebooks (2)

- References in the pupils' coursebooks

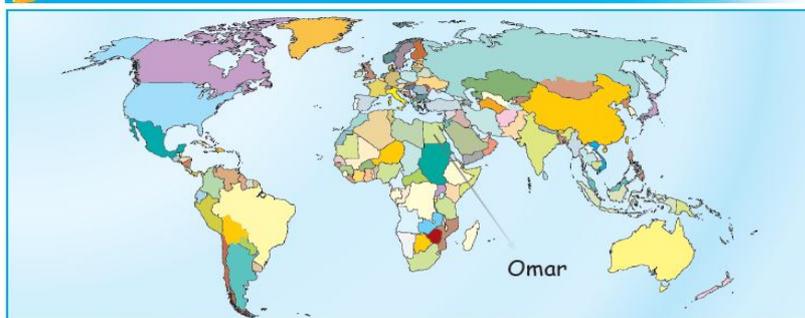


Do you know any other number rhymes?  
You can add them to your Portfolio.

## Reference in the pupils' coursebooks:



2.a. Find the children's countries.



b. Do you know people from other countries? Colour those countries on the map too.



This is a great idea for your portfolio!

## **Let's get to know the European Language Portfolio (Cyprus)**

- Work in groups and explore your copy of the Language portfolio.
- Discuss in your group:
  - How does the portfolio cater to learning strategy development?
  - How does the portfolio cater to intercultural development?
  - How do you see yourself using the portfolio in the future?