Language portfolio

International Baccalaureate®
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Language portfolio

Career-related Programme
Language portfolio

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Overview of the language portfolio

All IB Career-related Programme (CP) students are required to maintain and complete a language portfolio. The language portfolio demonstrates ability, engagement and evidence of language development, a component of the CP core. It is used to chart students' progress in developing language skills and intercultural experiences while providing an opportunity for students to develop reflective practice.

The language portfolio is for private use by students to reflect on their learning; it is not a formally assessed document. Students should be encouraged to ensure that the language portfolio is up to date, relevant, reflective and comprehensive. The language portfolio can be created and maintained online or as a journal or file.

Students may want to use the language portfolio as evidence of engagement with their language of choice to a prospective employer or educational institution. It would also be a valuable addition to a student's CV or résumé.

Although the language portfolio is not formally assessed, the IB may require a sample of portfolios from schools at the completion of the programme to show evidence of **language development**.

This document offers an outline to help students develop their language portfolios. Schools and students may choose to design their own.

Monitoring progress 3

Language development teachers or supervisors must meet with each student to discuss their language development progress and provide encouragement, support and advice as needed. These meetings should be briefly documented on a simple **progress form** and placed in the student's language portfolio.

If any concerns arise, especially about whether a student will successfully complete the language development requirement, these should be noted in the portfolio and appropriate action should be taken at the earliest opportunity. The language development teacher or supervisor should check the language portfolio regularly.

Language development objectives

In language development, objectives are organized into four communicative processes.

1. Oral communication

2. Visual interpretation

3. Reading comprehension

4. Writing

These four objectives are skills-based. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. Students are expected to learn how to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for a variety of purposes.

The *Language development guide* provides more detailed information on the objectives.

Sections of the language portfolio

The language portfolio consists of three sections: profile, experiences and evidence. Each component of the language portfolio has a vital role in helping students to understand their level of language competency, reflect on their language learning and intercultural skills and provide evidence of developing language skills.

Section 1: Profile	Students about to engage with language development are encouraged to construct a personal language and cultural profile. To do this, students should: • complete a language and culture questionnaire • use the self-assessment language proficiency table to identify in which language phase they will begin language development • identify their goals in language development using the objectives of the identified language phase.
Section 2: Experiences	In this section of the language portfolio, students compile a journal of reflections on the work completed, including tasks and assessments. Students should also engage in reflection on the target language and cultural aspects of societies where the language is spoken.
Section 3: Evidence	In this section of the language portfolio, students document their achievements in language development using examples of activities and any other forms of evidence that show how they have developed their language skills.

The profile section of the language portfolio encourages students to identify their level of language learning through the use of the language phases and language objectives.

The following steps outline how the profile section could be created.

Step 1 Language and culture

At the beginning of language development, students should create a personal language and cultural profile by completing a language and culture questionnaire.

This questionnaire provides the students with a place to identify their language(s), draw conclusions about their language(s) and culture(s), and set some initial goals for language development.

Questions to consider could include, but are not limited to, the following.

- What language(s) do you use?

- What is your language phase for each language you communicate in?

- What can you do and not do with your language(s)?

- What is your cultural background?

- Do you belong to more than one culture?

- What language(s) are spoken in your culture(s)?

- Do you have friends from a different cultural background?

- How do you feel when you encounter different cultural experiences?

- What do you believe is the relationship between language and culture?

- Why is learning another language considered so important?

- What language(s) other than your own have you previously studied?

- What language will you study in language development?

- Why have you chosen that specific language for language development?

- How do you think you will use your target language in the future?

- What challenges do you feel you may encounter in your language studies?

- How will you meet these challenges?

Step 2: Language proficiency

Students should self-assess their language proficiency in their target language using the language proficiency table below. The table provides teachers and students with statements indicating what a student should be able to do by the end of a language phase. The purpose of this is to assist students in identifying which language phase their language skills are most likely to align with and to consequently assist teachers or supervisors in determining the correct entry point for language development.

In consultation with students, language development teachers or supervisors should ensure that, as far as possible, students are placed in a phase that:

• is most suited to the student's needs

• provides the opportunity for the student to optimally develop their chosen language

• provides the student with an appropriate academic challenge.

A copy of the language proficiency table annotated with the student's comments should be placed in the profile section of each student's language portfolio.

Language proficiency table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts.
They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases.	They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form.	They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms.	They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed.	They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts.	They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts.	They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts.	They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations.	They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation.
They begin to be aware that language use is connected to a purpose and an audience.	They are aware that language varies according to purpose and audience.	They understand that they can speak and write in different ways for different purposes and audiences.	They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Step 3: Language phases

Language development in the CP is organized into six phases. The phases represent a developmental continuum of language learning ranging from phase 1 for the emergent communicator up to phase 6 for the proficient communicator.

Depending on their prior knowledge, students can begin their language development in any phase on the continuum and can exit from any phase. During language development, there is no requirement for students to move from one phase to the next; instead, students must show development of their language skills using the language objectives.

The objectives for each phase are identified in the following table. They allow students to clearly identify what they are able to do and what they would like to accomplish by the end of language development, and to identify both short-term and long-term goals.

At the conclusion of their language development, students use the language phases and objectives to demonstrate progress in their target language.

Phase 1 objectives

Phase	Objectives
1.1 Oral communication	At the end of phase 1, students should be able to: • understand and respond to simple, short spoken texts • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic vocabulary accurately • interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.
1.2 Visual interpretation	At the end of phase 1, students should be able to: • identify basic messages presented in simple visual texts • identify main ideas and supporting details in simple visual texts presented with spoken and/or written texts • identify specific information, ideas, opinions and attitudes presented in simple visual texts with spoken and/or written texts • recognize basic visual conventions used in texts • understand and respond to simple visual texts.
1.3 Reading comprehension	At the end of phase 1, students should be able to: • identify basic facts in simple written texts • identify main ideas and supporting details in written texts • recognize basic aspects of format and style • understand and respond to simple written texts.
1.4 Writing	At the end of phase 1, students should be able to: • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • understand and use basic language conventions accurately • use some aspects of register in formal and informal written communication.

Phase 2 objectives

Phase	Objectives
2.1 Oral communication	At the end of phase 2, students should be able to: • understand and respond to simple spoken texts • communicate information containing relevant ideas and some details in a limited range of familiar situations • request and provide information in a limited range of familiar situations • use language appropriate to a limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic language accurately • interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.
2.2 Visual interpretation	At the end of phase 2, students should be able to: • understand messages presented in visual texts • understand main ideas and supporting details in visual texts presented with spoken and/or written texts • understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts • recognize visual conventions used in texts • understand and respond to simple visual texts.
2.3 Reading comprehension	At the end of phase 2, students should be able to: • understand basic facts in written texts • understand main ideas and supporting details, and draw some conclusions from written texts • recognize basic aspects of format and style • understand and respond to simple written texts.
2.4 Writing	At the end of phase 2, students should be able to: • communicate information containing relevant ideas and some details in a limited range of familiar situations • request and provide information in a limited range of familiar situations • use language appropriate to a limited range of interpersonal and cultural contexts • understand and use basic language conventions accurately • use some aspects of register in formal and informal written communication.

Phase 3 objectives

Phase	Objectives
3.1 Oral communication	At the end of phase 3, students should be able to: • understand and respond to a limited range of spoken texts • communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.
3.2 Visual interpretation	At the end of phase 3, students should be able to: • understand information presented in visual texts • understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written texts • understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts • understand visual conventions used in texts • understand and respond to a limited range of visual texts.
3.3 Reading comprehension	At the end of phase 3, students should be able to: • understand specific information, ideas, opinions and attitudes presented in written texts • understand main ideas and supporting details, and draw conclusions from written texts • understand aspects of format and style in texts • understand and respond to a limited range of written texts.
3.4 Writing	At the end of phase 3, students should be able to: • communicate information containing relevant ideas and some details in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication.

Phase 4 objectives

Phase	Objectives
4.1 Oral communication	At the end of phase 4, students should be able to: • understand, interpret and respond to a range of spoken texts • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of spoken contexts • use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • engage actively in oral production using comprehensible pronunciation and intonation/correct tone.
4.2 Visual interpretation	At the end of phase 4, students should be able to: • construct meaning from information presented in visual texts • construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written texts • interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts • interpret visual conventions used in texts • understand, interpret and respond to a range of visual texts.
4.3 Reading comprehension	At the end of phase 4, students should be able to: • interpret specific information, ideas, opinions and attitudes presented in written texts • interpret main ideas and supporting details, and draw conclusions from written texts • interpret aspects of format and style in written texts • understand, interpret and respond to a range of written texts.
4.4 Writing	At the end of phase 4, students should be able to: • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of written contexts • use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication.

Phase 5 objectives

Phase	Objectives
5.1 Oral communication	At the end of phase 5, students should be able to: • understand, analyse and respond to a range of spoken texts • communicate information, ideas and opinions in social situations and some academic situations • request and provide information in a range of spoken contexts • use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately and effectively • engage actively in oral production using comprehensible pronunciation and intonation/correct tone.
5.2 Visual interpretation	At the end of phase 5, students should be able to: • analyse information presented in visual texts • analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written texts • analyse specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts • analyse visual conventions used in texts • understand, analyse and respond to a range of visual texts.
5.3 Reading comprehension	At the end of phase 5, students should be able to: • analyse specific information, ideas, opinions and attitudes presented in written texts • analyse main ideas and supporting details, and draw conclusions from written texts • analyse aspects of format and style in written texts • understand, analyse and respond to a range of written texts.
5.4 Writing	At the end of phase 5, students should be able to: • communicate information, ideas and opinions in social situations and some academic situations • request and provide information in a range of written contexts • use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences • understand and use language conventions accurately and effectively in writing • use appropriate register in formal and informal written communication.

Phase 6 objectives

Phase	Objectives
6.1 Oral communication	At the end of phase 6, students should be able to: • understand, analyse, evaluate and respond to a wide range of spoken texts • communicate information, ideas and opinions in social and academic situations • request and provide information in a wide range of spoken contexts • use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences • use appropriate register in formal and informal oral communication • understand and use appropriate oratory technique • engage actively in oral production using comprehensible pronunciation and intonation/correct tone.
6.2 Visual interpretation	At the end of phase 6, students should be able to: • evaluate information presented in visual texts • evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written texts • evaluate specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written texts • evaluate visual conventions used in text • understand, analyse, evaluate and respond to a wide range of visual texts.
6.3 Reading comprehension	At the end of phase 6, students should be able to: • evaluate specific information, ideas, opinions and attitudes presented in written texts • evaluate main ideas and supporting details, and draw conclusions from written texts • evaluate aspects of format and style in written texts • understand, analyse, evaluate and respond to a wide range of written texts.
6.4 Writing	At the end of phase 6, students should be able to: • communicate information, ideas and opinions in social and academic situations • request and provide information in a wide range of written contexts • use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences • understand and use language conventions accurately, effectively and creatively in writing • use appropriate register in formal and informal written communication.

Section 2 Experiences

The experiences section of the language portfolio allows students to document their journey in language development and demonstrate that they have been actively engaged in language development. It should incorporate a variety of reflections on the activities, tasks and assessments they have engaged in, their learning experiences, their understanding of other cultures and their future goals with their chosen language.

This section of the language portfolio should be insightful, thoughtful and authentic. Its success relies on a good understanding of the methods and benefits of reflection.

Section 3 Evidence

The evidence section of the language portfolio requires students to document their work and achievements in language development.

Students should create a contents page in this section of their language portfolio to record what they have collected, and when. Students should also identify, on the contents page, the pieces of evidence associated with their reflection.

Students are encouraged to keep examples of their work in their language portfolio as a reminder of the activities they have engaged in, as well as evidence of engagement with language development.

The evidence collected also shows how students have developed their language skills. Evidence could include, but is not limited to, examples of tasks and assessments, letters, emails, certificates and letters of acknowledgment.

Language development progress form

Date	Summary of discussion	General comments	Actions to be taken	Signature