



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Student language portfolio: Guidelines for students

Leaving Certificate Portuguese

January 2022

Thanks to the students of Holy Family Secondary School, Newbridge, Co. Kildare for permission to use their reflections on the language portfolio process.

04

Introduction

06

What is a language portfolio?

08

What does a language portfolio include?

12

How is the portfolio is used for assessment?

13

Assessment for certification

20

Frequently asked questions

06

Guidance for students

07

What is the purpose of the language portfolio?

10

How will I build up my portfolio?

13

Key skills

14

What role does the portfolio play in the oral examination?

22

Appendices

1: General reflection prompts	22
2: General aims and reflections	24
3: Setting goals	26
4: Reflecting on a task/project	30
5: Reflecting on intercultural experiences	32
6: Reflecting on language and culture	36
7: Reflecting on how I use languages	38
8: Reflecting on how I solve communication problems	42
9: Reflecting on how I learn	44
10: Further supports	46

Introduction

These guidelines have been created to support students in the development of language portfolios for Leaving Certificate language specifications for Lithuanian, Polish and Portuguese.

They aim to:

- explain the background to the language portfolio
- describe and clarify the purpose of the portfolio
- outline how the portfolio supports learning, teaching and assessment
- provide guidance and examples for students as they build their portfolio
- provide reflection templates to support students in setting goals and reflecting on using and learning the target language. These templates can be adapted to suit the learner's context.

The language portfolio: Background and rationale

The vision of senior cycle sees the student at the centre of the educational experience and aims to enable students to be resourceful, confident, active participants in society, who develop an ability to learn throughout their lives. At a practical level, this is supported by:

- learning and teaching approaches that motivate and interest students, that enable them to progress, deepen and apply their learning, and to develop their capacity to reflect on their learning
- a school culture that respects students, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.

The Leaving Certificate foreign language specifications for Lithuanian, Polish and Portuguese aim to develop students' ability to

- use the target language for communicative purposes
- explore the interdependence between language and culture
- foster an appreciation of the value of languages
- develop their plurilingual and pluricultural competence.

A framework approach has been used to develop specifications for the learning and teaching of Lithuanian, Polish and Portuguese. This involves a common approach across each specification including the introduction, aims, expectations for students and assessment approaches.

The Leaving Certificate foreign language specification for Lithuanian, Polish and Portuguese is intended for students from all language backgrounds. This includes, but is not limited to, students from heritage language backgrounds. The [Lithuanian](#), [Polish](#) and [Portuguese](#) specifications are broadly aligned to A2/B1 levels of the Common European Framework of Reference for Languages.¹

¹ The CEFR was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. The CEFR has been translated into over 40 languages and is used all over Europe and in other continents.

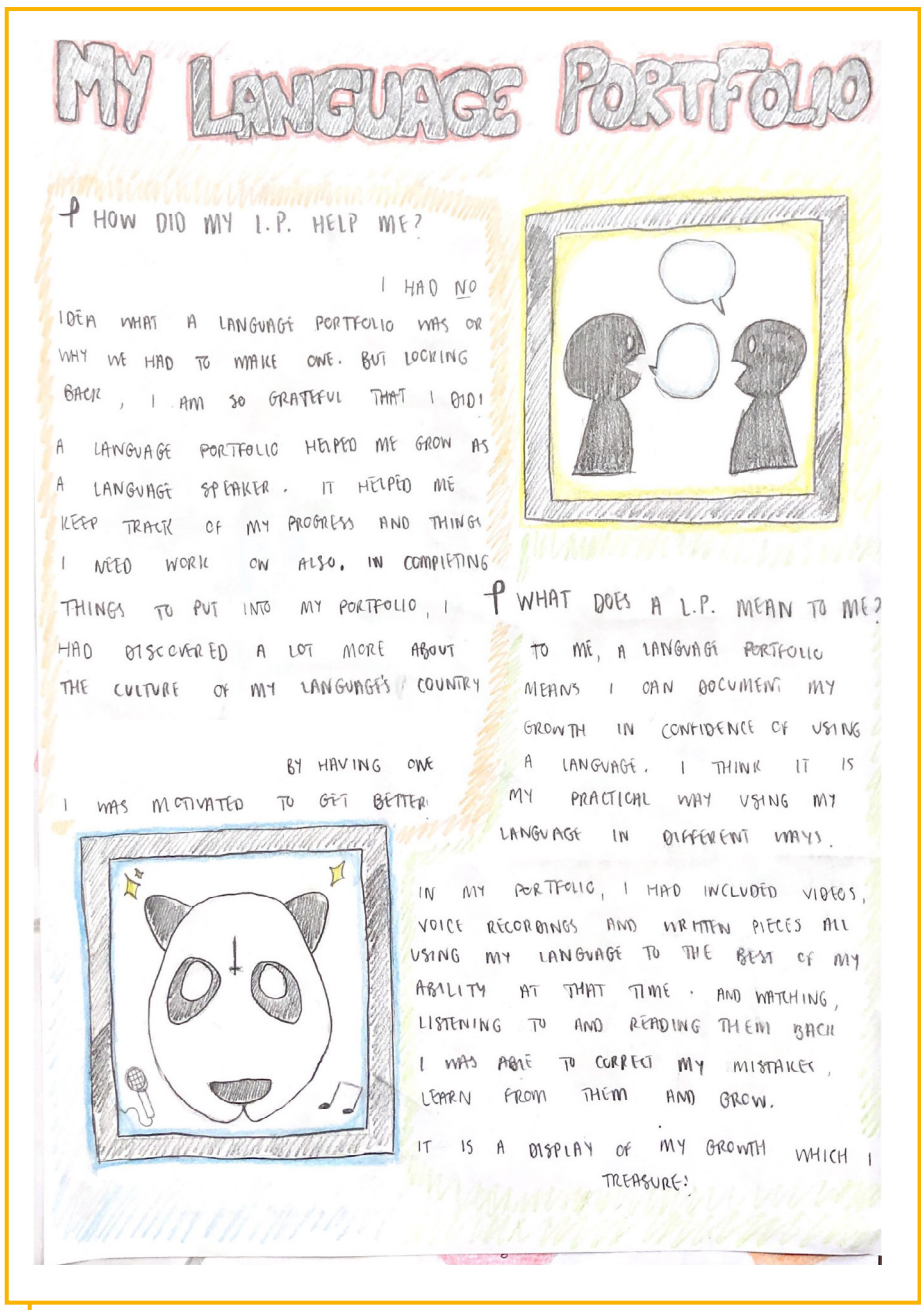
Guidance for students

What is a language portfolio?

The language portfolio is a space in which you, the student, can record the process and progress of your language learning experiences, a place which focuses on your language journey.

The portfolio for Leaving Certificate Lithuanian, Polish and Portuguese is developed over two years (fifth and sixth year).

You may use your language portfolio to regularly describe your language learning goals, to record what you observe about the language and to reflect on your progress and on the cultures of the target language country/countries and communities. You might also describe the steps you must take to make further progress as a language learner and a language user.



Example of a student's reflections on their experiences of using a language portfolio

What is the purpose of the language portfolio?

The purpose of the language portfolio is to create a space in which you can record and reflect on your growing language proficiency and your plurilingual and pluricultural competence. This means thinking about the progress you are making as a language learner.

Language portfolios support you in developing as an independent, lifelong language learner. You can do this by using the portfolio to:

- 
- ✓ **Set language learning goals/goals for improvement**
 - ✓ **Collect a variety of texts ²**
 - ✓ **Collaborate with others**
 - ✓ **Assess your own work**
 - ✓ **Reflect on how you learn and use the language**
 - ✓ **Document and celebrate your achievements**
 - ✓ **Connect with parents, teachers and the target language community**
 - ✓ **Evaluate your language proficiency**

As part of your normal classwork, you will have lots of opportunities to notice and record how you learn and use languages and what you are learning about language communities.

Language portfolios also encourage a positive, collaborative language learning environment which celebrates your individuality, creativity, and your own plurilingual and pluricultural identity.

The language portfolio allows you to pursue your interests through the medium of the target language and to reflect on your own language learning experience. This involves an approach to learning and teaching which centres around you, the student. Creating and developing a portfolio is a hugely motivating experience as it allows you to express your identity.

² Definition of Texts: All products of language use - oral, written, visual, or multi-modal - can be described as texts. Multi-modal texts combine language with other systems for communication, such as print text, visual images, sound and the spoken word.

What does a language portfolio include?

The language portfolio will include a broad range of items, such as:

- ✓ **Learning goals**
- ✓ **A wide variety of texts in different formats (handwritten, typed, multi-modal, spoken, etc.) – this might include various drafts of a text.** ³
- ✓ **Projects**
- ✓ **Audio-visual materials**
- ✓ **Learner reflections (for an example, see appendices 4-7, pages 26-31)**
- ✓ **Learning logs** ⁴ (for an example, see appendix 8, page 32)

It is recognised that in this context your created texts may be presented in different formats – handwritten, multi-modal, and so on. A definition of texts is available on page 20 in the Frequently Asked Questions section.

³ For more examples of texts, see 'Selecting and Creating Texts for the Portfolio' on page 10 of this document

⁴ A learning log is a planned, purposeful, follow-up written response to a learning experience. These logs can be kept in a portfolio (online or written). They can help the students and teacher on the learning journey. In some cases they might be shared with another student or in a small group



Example of a student's reflections on their experiences of using a language portfolio

How will I build up my portfolio?

You will build up your language portfolio over the two years of senior cycle with guidance and direction from your teacher.

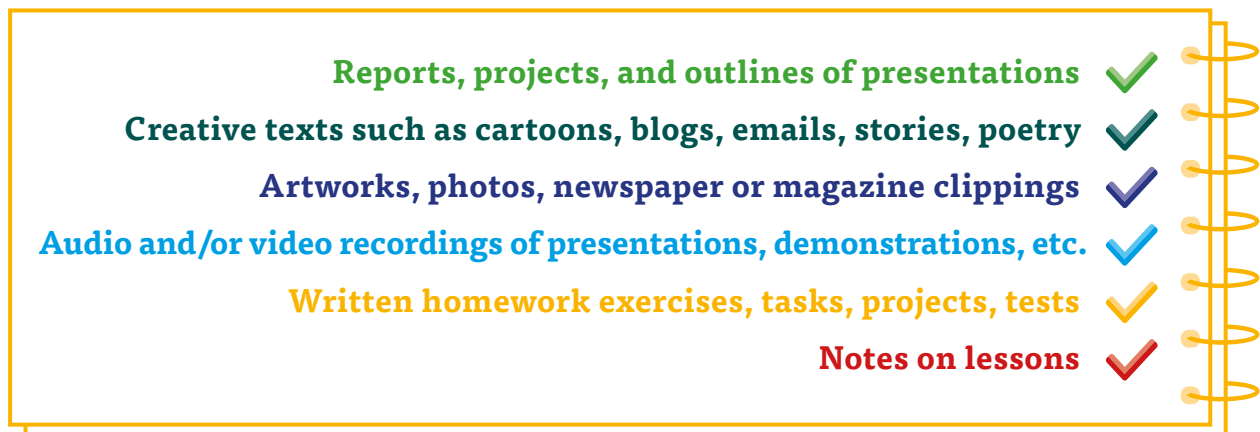
It is important to look at the language portfolio as a very important part of your learning which will support you in learning and in using the language you are learning.

Selecting and Creating texts for the portfolio

The focus of activity will be on the creation of a range of texts relating to your own world and to the target language community.

In the majority of cases, the work in your portfolio will arise from normal classwork. You might write a blog entry or an email, or might make a short video, and then select that piece of work for inclusion in the portfolio. If, at a later date, you consider another piece of work to be of better standard, then that piece can be added to or can replace the earlier piece of work.

Your portfolio should include many different types of texts. Here are some examples of texts you may wish to include. They are just examples and there are, of course, other formats that you may wish to create.



Using your language portfolio to support reflection

Whilst most people engage in reflection on a daily basis, much of this occurs in quiet moments by ourselves. The portfolio also offers a space for reflecting on your learning in a more structured way.

Reflection helps you to better understand yourself as a learner. It will help you to identify how you learn, what you enjoy as a language learner and what you find difficult, so you can set goals for improvement.

Here are some ideas for reflecting on your learning: you could

- set goals and targets you are working towards
- reflect on your personal experience of using the language
- reflect on things you notice about the language and cultures
- reflect on your achievements in the language.

One particular aspect of reflection that is very important in your language portfolio is self-assessment. Self-assessment allows you to evaluate your own progress as a language learner.

You and your teacher will discuss what the expectations are for your language learning in general and for any unit of learning in particular. Being clear about the expectations will allow you to evaluate your work against these expectations. You can then reflect on what you have achieved, set targets for improvement and see how you are progressing in the learning over time. Here are some examples of self-assessment:

- discussing expectations with your teacher
- co-creating success criteria with your teacher
- setting goals and targets that are linked to the learning outcomes of the specification
- evaluations of a piece of work you have done.

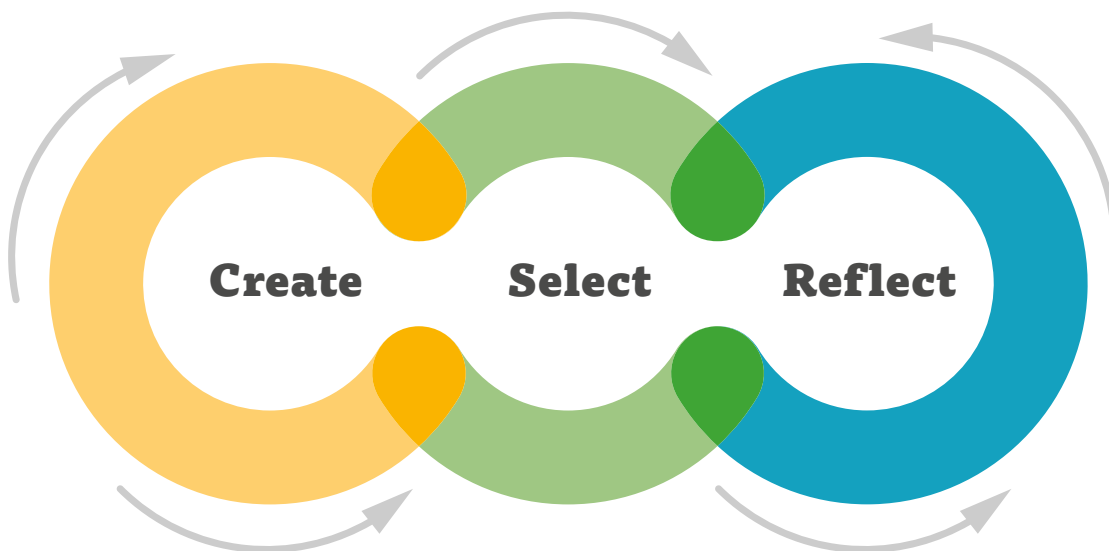
How is the portfolio is used for assessment?

In using the language portfolio, you are encouraged to set goals for your learning, to make logs/ records of your learning and to monitor your progress by reflecting on progress achieved. You will also be encouraged to self-assess your work and peer-assess the work of classmates.

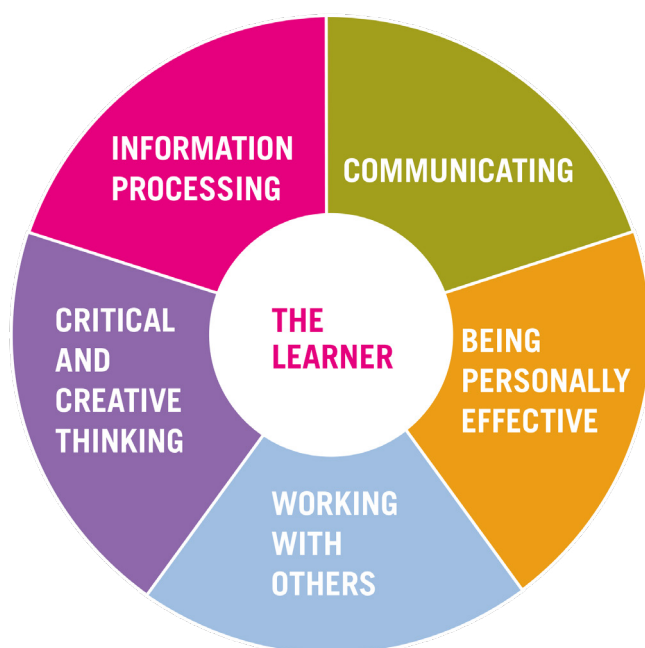
By reflecting on your learning and assessing your work or the work of others, you will

- become more aware of the knowledge and language skills that you have developed
- identify specific areas of strength and difficulty that you have in language learning
- develop and action plan for future language learning
- gain a greater understanding of yourself and how you learn
- take more responsibility for your learning.

In summary: The process of creating your portfolio



As well as developing your language proficiency, building up a language portfolio will help you to develop the key skills of senior cycle. These skills will help you during your time in school and into the future, when participating in society, including family life, the world of work and lifelong learning.



Assessment for certification

Assessment for certification in the Leaving Certificate specifications for Lithuanian, Polish and Portuguese will be administered and assessed by the State Examinations Commission (SEC).

The language portfolio is a stimulus for conversation and discussion during the oral examination, however, the portfolio itself will not be assessed for certification purposes.

What role does the portfolio play in the oral examination?

As outlined in the specifications for Lithuanian, Polish and Portuguese



the oral examination will assess language proficiency. It will focus in part on discussion about the Language Portfolio.

The oral examination will assess student's ability to:

- use the target language with accuracy, fluency and complexity consistent with the requirements of the specification, while engaging in spoken reception, interaction, production and mediation
- demonstrate an awareness of the target language communities and cultures
- discuss a sample of texts from their language portfolio which reflect the plurilingual and pluricultural dimensions of their language learning journey.

This means that you will have the opportunity to talk about some of the texts in your portfolio which best reflect your learning and engagement with the learning outcomes. You will also be able to speak about how your experience of developing your portfolio contributed to your growing understanding of language, plurilingual and pluricultural dimensions.

For example, you might be asked to:

- describe an interaction that you chose to include in your portfolio (e.g. an audio or video recording of a conversation, an interview, a role play etc.) where you collaborated in a simple, practical task with another person/ other people (CLC19) ⁵
- talk about a text which shows how you were able to “research aspects of the diverse cultural heritage, for example cuisine...” (PPC11)
- discuss a text which shows how you researched and learned about “aspects of the target language country/ countries, communities and cultures, for example a significant historical event...” (PPC10)

⁵ Any references to PPC and CLC refer to learning outcomes in the specification. All learning outcomes can be found in the relevant specification document at <https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/>

- have a conversation about how you developed a piece and improved it, based on feedback you received (PPC8)
- describe a text that you created which shows that you recognise and understand the similarities and differences between the language you are learning and other languages you know (PPC6).

This list is not exhaustive and you might be asked to talk about other aspects of your portfolio.

NB: You will not bring your portfolio or individual pieces from your portfolio with you into the oral examination.

The role of the teacher in supporting students in developing their language portfolio

Assessment in senior cycle takes different forms and is used for a variety of purposes. As well as varied teaching strategies, varied assessment strategies will support student language learning by helping them to identify the next steps in the learning and teaching process, to highlight specific areas of difficulty or strength and to test and certify student achievement.

Formative Assessment

The Student Language Portfolio is part of the formative assessment process which takes place throughout fifth and sixth year.

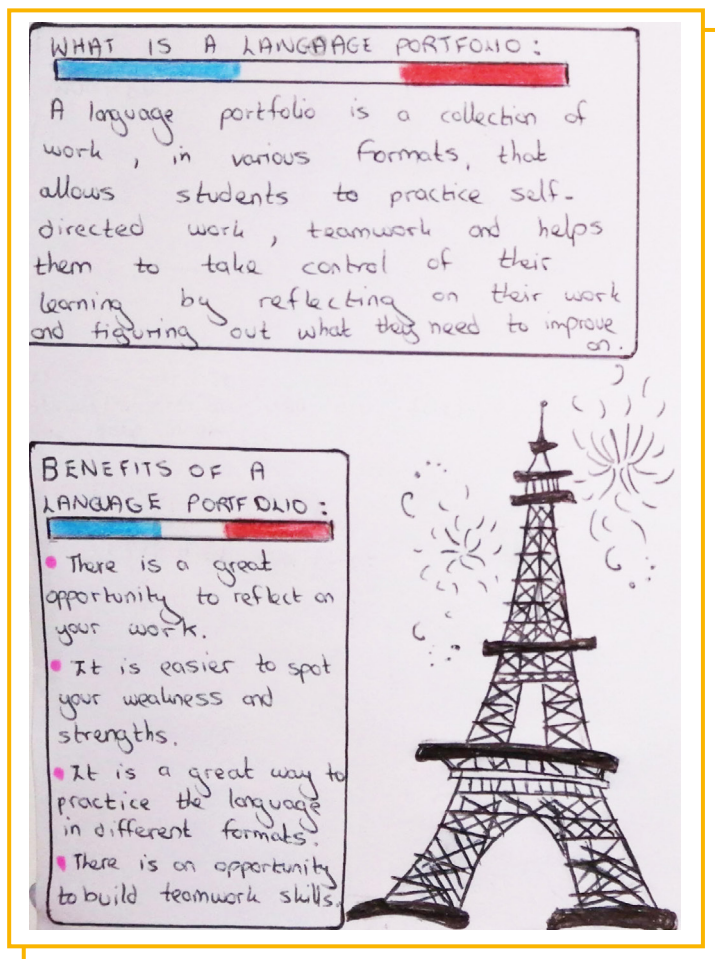
Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in their learning.

Providing Formative Feedback to language learners



The most powerful single moderator that enhances achievement is feedback. The most simple prescription for improving education must be dollops of feedback. This does not mean using many tests and providing overprescriptive directions. It means providing information how and why the student understands and misunderstands, and what directions the student must take to improve.⁶

Giving feedback to students is critical to improving learning as it both influences students' motivation to learn and their ability to do so. Quality feedback includes telling students what they have done well and what they need to do to improve. It also includes reminding students of what they were aiming to achieve (the learning intentions). High quality feedback is always given against explicit and agreed criteria for success.



Example of a student's reflections on their experiences of using a language portfolio

⁶Influences on Student Learning, John Hattie, 1999



Effective feedback

- ✓ Focused on the quality of the student work
- ✓ Related to agreed success criteria
- ✓ Identifies success and achievement
- ✓ Indicates suggestions for improvement
- ✓ Prompts student thinking
- ✓ Allows time for improvement to take place

⁷ Focus on Learning, Formative Feedback, NCCA, 2015, p.5.
Accessed at https://ncca.ie/media/1925/assessment-booklet-3_en.pdf

Encouraging Student Reflection⁸

Whilst most people engage in reflection on a daily basis, much of this occurs in quiet moments by ourselves. Most students are not used to reflecting on their learning in a structured manner. They will need some help to develop skills in reflective thinking and writing. This skill is taught in Junior Cycle so most students will be familiar with it and learn to develop it as they progress through Senior cycle.

Through reflection 'in' and 'on' learning students can

- become more aware of the knowledge and skills that they have developed
- identify strengths and areas for development
- develop and action plan for future learning
- gain greater understanding of themselves and how they learn
- take more responsibility for their learning.

Student Self-Assessment and Peer Assessment

In using their portfolio, students will be encouraged to self-assess and peer-assess their work and this will help them to further develop as an independent language learner and user.

As outlined earlier in this document, students will be encouraged to set goals for their learning, to create learning logs and to monitor their progress through reflecting on progress achieved.

⁸ Focus on Learning, Formative Feedback, NCCA, 2015, p.5.
Accessed at https://ncca.ie/media/1925/assessment-booklet-3_en.pdf

Helping Students to get started on their portfolio

Below are some initial questions for a classroom discussion to help students get started on their portfolio



Note: This list is not intended as prescriptive, there will be many other questions that students will have when they are starting their portfolio and as they continue through the process.

Frequently asked questions

Does everyone create a portfolio?

Yes, all students who do Leaving Certificate Lithuanian, Polish and Portuguese (Ordinary and Higher level) will develop a portfolio over the two years of senior cycle.

What is meant by 'texts'?

All products of language use—oral, written, visual, or multi-modal—can be described as texts. Multi-modal texts combine language with other systems for communication, such as print text, visual images, sound and the spoken word.

What do plurilingual and pluricultural mean?

In the specifications for Lithuanian, Polish and Portuguese, plurilingualism is defined as



the dynamic and developing linguistic repertoire of an individual user/learner in which they draw on all of their linguistic and cultural resources and experiences in order to participate more fully in social and educational contexts⁹

This means applying all of your language learning and cultural resources and experiences to help you use and learn other/new languages.

Pluriculturalism is defined as



In a person's cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply co-exist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence.

This refers to when you use your understanding of various cultures to help you understand and appreciate other/new cultures, by comparing, contrasting and actively thinking about them.

⁹ Lithuanian, Polish and Portuguese Curriculum specifications, DES, 2020, P 3

What does the language portfolio look like?

The language portfolio will look different for every student as it will capture your individual language learning journey. It is important for you and your teacher to decide whether you will store your work digitally or whether they will use a paper version of a portfolio. You may also use a blended language portfolio, with some texts stored online and some work stored in paper format.

Where is the language portfolio stored?

Your teacher will discuss with you where your language portfolio will be stored. It will vary depending on the school context. It is very important that you have access to your portfolio so you can track your progress and reflect on your learning. Technology can be of great help here, as you can store soft copies online while keeping your projects/artefacts safe in one place.

Do I bring my language portfolio to the oral exam?

No, you will not bring the language portfolio to the oral examination. The language portfolio is a stimulus for conversation and discussion during the oral examination, however, the portfolio itself will not be assessed for certification purposes.

When do we start working on the language portfolio?

You will work on the language portfolio from the beginning of fifth year. You will gather materials, research, complete pieces of work and reflect on the work as part of the normal learning and teaching process. The language portfolio is an important part of your learning and will be developed over the two years of senior cycle.

Can tests be part of a language portfolio?

Tests may be a normal part of classwork. Tests can be used to 'document' your achievements and may also be used to reflect on what you have learned and help you to set targets for improvement.

What about other pieces of work that arise from normal classwork? Are written homework exercises, tasks, projects, or notes on lessons also part of the portfolio?

These pieces of work form part of your language learning experience and are part of the process of collecting work so they can be included. You may or may not wish to use them to 'document' your achievements, but nevertheless they are part of your own individual language learning journey.

Is the language portfolio used for reporting purposes?

Teachers and school management in your school will decide how progress is communicated to parents and guardians. It is not feasible to document every piece of work over two years so your teacher will discuss with you which pieces of work will be used to document progress.

Anexo 1:

Sugestões de reflexão geral¹⁰

Informações gerais, objetivos e realizações

Meu nome:	
Idioma que estou aprendendo:	
Por que estou aprendendo este idioma?	
Neste idioma, eu quero ser capaz de	
Coisas que consegui neste idioma e quando	

¹⁰ Os modelos nos anexos são apenas para fins ilustrativos. Você pode utilizá-los como estão e/ou adaptá-los para se adequarem a você.

Anexo 1:

Indicações gerais de reflexão¹⁰

Informações gerais, objetivos e realizações

O meu nome	
A língua que estou a aprender	
Porque é que estou a aprender esta língua?	
Com esta língua, quero ser capaz de	
O que eu alcancei com esta língua e quando	

¹⁰ Os modelos dos anexos são apenas para fins ilustrativos. Pode utilizá-los tal como estão e/ou adaptá-los para se adequarem a si.

Anexo 2:

Objetivos gerais e reflexões



Coisas que eu gosto de fazer nas aulas de idiomas	
Coisas em que sou bom/boa	
Algumas experiências interculturais que tive em relação a este idioma	
Coisas que eu acho difíceis	

Anexo 2:

Objetivos gerais e reflexões


<p>O que eu gosto de fazer na aula de línguas</p>	
<p>No que é que eu me destaco</p>	
<p>Algumas experiências interculturais que tive, relacionadas com esta língua</p>	
<p>O que eu considero difícil</p>	


Anexo 3: Estabelecendo objetivos

 Data: _ / _ / _	O idioma que estou aprendendo é:	
	Meu próximo objetivo:	
	Quão bem eu o atingi?	
	O que aprendi sobre mim ou sobre a aprendizagem?	
 Data: _ / _ / _	O idioma que estou aprendendo:	
	Meu próximo objetivo:	
	Quão bem eu o atingi?	
	O que aprendi sobre mim ou sobre a aprendizagem?	


Anexo 3:

Definir objetivos


 <p>Data:</p> <p>___/___/___</p>	A língua que estou a aprender é:	
	O meu próximo objetivo:	
	Até que ponto fui bem-sucedido(a)?	
	O que aprendi sobre mim ou sobre a aprendizagem?	

 <p>Data:</p> <p>___/___/___</p>	A língua que estou a aprender:	
	O meu próximo objetivo:	
	Até que ponto fui bem-sucedido(a)?	
	O que aprendi sobre mim ou sobre a aprendizagem?	

Eu gostaria de ser capaz de fazer o seguinte com os idiomas que estou aprendendo:

 Data:	Idioma		
__/__/__		O que eu gostaria de conseguir fazer:	
		Como pretendo fazer isso:	
__/__/__		O que eu gostaria de conseguir fazer:	
		Como pretendo fazer isso:	
__/__/__		O que eu gostaria de conseguir fazer:	
		Como pretendo fazer isso:	

Gostaria de poder fazer o seguinte com as línguas que estou a aprender:

 Data:	Língua		
__/__/__		O que gostaria de ser capaz de fazer:	
		Como tenciono fazê-lo:	
__/__/__		O que gostaria de ser capaz de fazer:	
		Como tenciono fazê-lo:	
__/__/__		O que gostaria de ser capaz de fazer:	
		Como tenciono fazê-lo:	

Anexo 4:

Refletindo sobre uma tarefa/projeto

O idioma que estou aprendendo:	
O que faz com que isto seja um bom trabalho?	
Qual é a parte mais interessante deste projeto?	
Qual é a parte mais difícil?	
O que aprendi com essa tarefa? <ul style="list-style-type: none">● Sobre o idioma que estou aprendendo?● Sobre a comunidade do idioma?● Sobre mim?	
De quais recursos eu precisei para concluir esta tarefa?	
Qual é a melhor parte deste projeto e por quê?	
Como eu tornaria este projeto melhor e por quê?	

Anexo 4:

Refletir sobre uma tarefa/um projeto

A língua que estou a aprender:	
O que faz disto um bom trabalho?	
Qual é a parte mais interessante deste projeto?	
Qual foi a parte mais difícil?	
O que que aprendi com esta tarefa? <ul style="list-style-type: none">● Sobre a língua que estou a aprender?● Sobre a comunidade linguística?● Sobre mim mesmo(a)?	
Que recursos precisei para concluir esta tarefa?	
Qual é a melhor parte deste projeto e porquê?	
Como melhoraria este projeto e porquê?	

Anexo 5:

Refletindo sobre experiências interculturais

O idioma que estou aprendendo:			
Estou aprendendo este idioma para			
Estou aprendendo este idioma	na escola	em casa	Em outro lugar (favor especificar)
Eu estive em um país onde esse idioma é falado (insira as datas)	até 1 mês	até 3 meses	mais de 3 meses

Eu fiquei no país

para fazer um curso de idioma
 de férias
 Por outro motivo

Eu também tenho as seguintes experiências relacionadas a este idioma:

Certificados e diplomas de nível (A1 - B2)	Título do certificado/exame	Concedido no Ano

Anexo 5:

Refletir sobre experiências interculturais

A língua que estou a aprender:			
Ando a aprender esta língua há			
Ando a aprender esta língua	na escola	em casa	Noutro local (especificar)
Residi num país onde esta língua é falada durante (introduzir datas)	até 1 mês	até 3 meses	mais de 3 meses

Fiquei no país

para frequentar um curso de línguas para passar férias Por outro motivo

Tenho também a seguinte experiência relacionada com esta língua:		
Certificados e diplomas Nível (A1-B2)	Título do certificado/exame	Atribuído no ano

Idioma:

Tive contato com a cultura deste idioma das seguintes maneiras (insira as datas) 1

Eu consegui usar este idioma nas seguintes situações (insira as datas) 2

Aprendi sobre a cultura desse idioma das seguintes maneiras (insira as datas) 3

Língua:

Experimentei a cultura desta língua das seguintes formas (introduzir datas)

1


Pude utilizar esta língua nas seguintes situações (introduzir datas)

2


Aprendi sobre a cultura desta língua das seguintes formas (introduzir datas)

3

Anexo 6: Refletindo sobre idioma e cultura


Idioma		
Material/mídia/recurso	___ / ___ /20	 Data
Aspectos da língua/cultura que percebi		


Material/mídia/recurso	___ / ___ /20	 Data
Aspectos da língua/cultura que percebi		


Material/mídia/recurso	___ / ___ /20	 Data
Aspectos da língua/cultura que percebi		

Anexo 6:

Refletir sobre a língua e cultura

Língua		
Material/meios/recursos		__ / __ /20 
Aspetos da língua/cultura que notei		


Material/meios/recursos		__ / __ /20 
Aspetos da língua/cultura que notei		


Material/meios/recursos		__ / __ /20 
Aspetos da língua/cultura que notei		


Anexo 7:

Refletindo sobre como eu uso os idiomas

A. Fora das aulas de idiomas, uso/usei os idiomas que estou aprendendo ou que já conheço nas seguintes situações:

 Data	Idioma(s)	Quando? Onde? Com quem?	O que eu penso disso e o que ganho com


 Data	Idioma(s)	Quando? Onde? Com quem?	O que eu penso disso e o que ganho com


 Data	Idioma(s)	Quando? Onde? Com quem?	O que eu penso disso e o que ganho com


Anexo 7:

Refletir sobre a forma como utilizo as línguas

A. Fora das aulas de línguas, utilizo/tenho utilizado as línguas que estou a aprender ou que já sei nas seguintes situações:


 Data	Língua(s)	Quando? Onde? Com quem?	O que penso disso e o que ganho com

 Data	Língua(s)	Quando? Onde? Com quem?	O que penso disso e o que ganho com

 Data	Língua(s)	Quando? Onde? Com quem?	O que penso disso e o que ganho com


B. Por vezes, uso/usei vários idiomas ao mesmo tempo ou “faço”/”fiz” a mediação entre pessoas de culturas diferentes que falam línguas diferentes, por exemplo:

- para ajudar uma pessoa que fala outro idioma que não entende alguma coisa,
- para comentar com outra pessoa sobre um texto ou mensagem que li ou ouvi em outro idioma,
- etc.

 Data	Situação	Idioma(s) usado(s)	Como eu fiz? O que eu achei difícil. O que me ajudou.
___ / ___ /20 			
___ / ___ /20 			
___ / ___ /20 			
___ / ___ /20 			

B. Por vezes utilizo/tenho utilizado várias línguas ao mesmo tempo ou sirvo de intérprete/tenho servido de intérprete para pessoas de culturas diferentes que falam línguas diferentes, por exemplo:

- para ajudar uma pessoa que fala outra língua que não compreende algo,
- para informar outra pessoa sobre um texto ou uma mensagem que li ou ouvi noutra língua,
- etc.

 Data	Situação	Línguas utilizadas	Como é que eu consegui? O que eu achei difícil. O que me ajudou.
___ / ___ /20			
___ / ___ /20			
___ / ___ /20			
___ / ___ /20			

Anexo 8:

Refletindo sobre como eu soluciono problemas de comunicação

O idioma que estou aprendendo:	
Um problema recente que tive ao tentar me comunicar no idioma	
O que eu fiz para resolver o problema?	
Um problema recente que tive ao tentar me comunicar no idioma	
O que eu fiz para resolver o problema?	
Um problema recente que tive ao tentar me comunicar no idioma	
O que eu fiz para resolver o problema?	


Anexo 8:

Refletir sobre a forma como resolvo problemas de comunicação

A língua que estou a aprender:	
Um problema recente que tive ao tentar comunicar na língua	
O que fiz eu para resolver o problema?	
Um problema recente que tive ao tentar comunicar na língua	
O que fiz eu para resolver o problema?	
Um problema recente que tive ao tentar comunicar na língua	
O que fiz eu para resolver o problema?	

Anexo 9: Refletindo sobre como eu aprendo


Informações gerais, objetivos e realizações

 Data _ / _ / _	O idioma que estou aprendendo:	
	O que eu faço que ajuda a aprender esse idioma?	
	Por que isso funciona para mim?	
	Algo novo que experimentei:	
	Isso me ajudou? Como?	

Anexo 9:

Refletir sobre a forma como aprendo

Informações gerais, objetivos e realizações

 Data _/_/___	A língua que estou a aprender	
	O que faço para me ajudar a aprender esta língua?	
	Porque é que funciona para mim?	
	Algo novo que tentei:	
	Ajudou-me? Como?	

Appendix 10: Further Supports

Focus on Learning Booklets

Materials have been developed to support a whole-school approach to developing effective, ongoing assessment practice. These materials include workshop booklets and slides on the best ways to support formative feedback and student reflection.

Portfolio Supports at Junior Cycle

JCT have a range of supports for Junior Cycle Portfolios which can be accessed on their website. While Portfolios are assessed differently at Junior Cycle and Senior Cycle, the spirit of the portfolio is at the same at all levels.

Publication

Inside the black box: Raising standards through classroom assessment (Black, P., and William D. 1998).