

COLLATED REPRESENTATIVE SAMPLES OF DESCRIPTORS OF LANGUAGE COMPETENCES DEVELOPED FOR YOUNG LEARNERS

RESOURCE FOR EDUCATORS

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This document is developed through Eurocentres consultancy for the Council of Europe.

It is drawn from European Language Portfolios and other sources and mapped to the extended set of illustrative descriptors of the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR), organised by CEFR level.

Context of this document (shaded below)

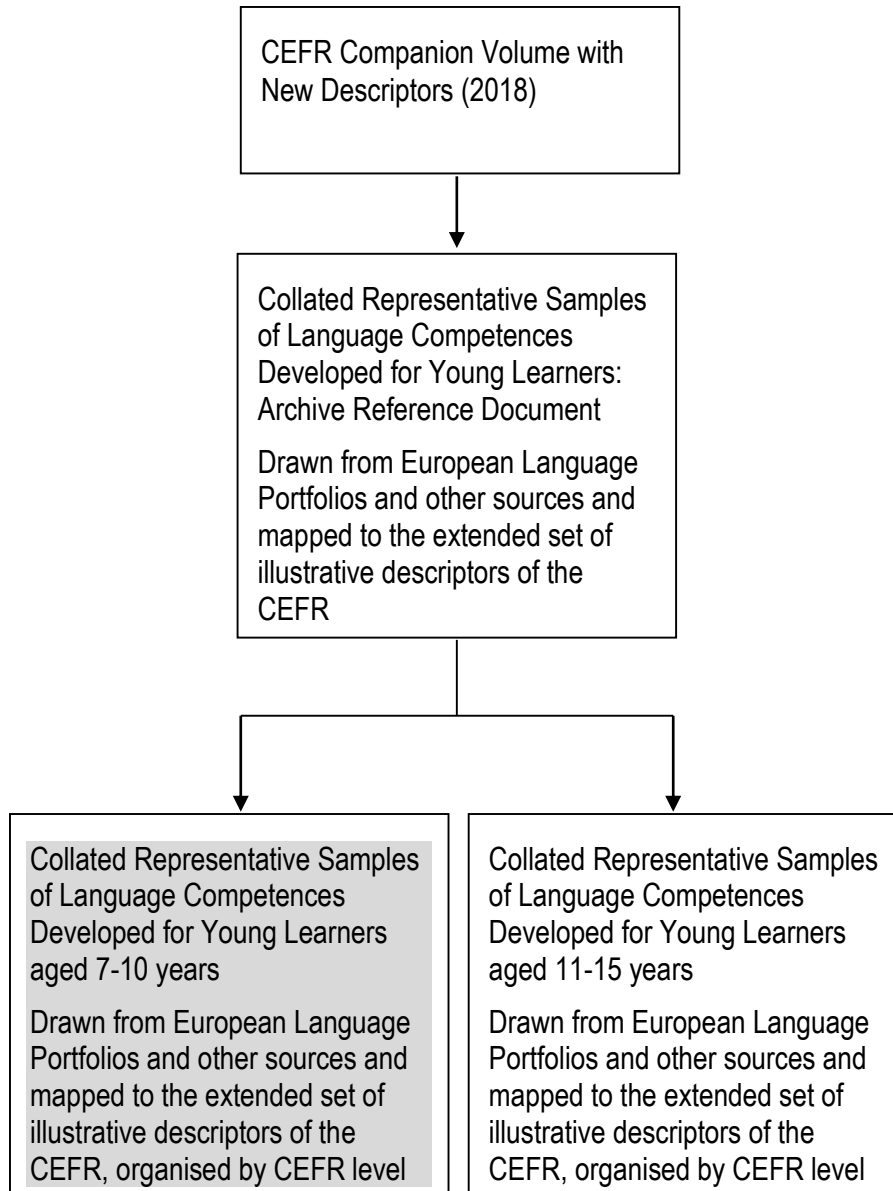


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Introduction

1. Background

The European Language Portfolio (ELP) and the Common European Framework of Reference for Languages (CEFR) have been closely related in both development and implementation since their inception as parallel proposals at the Rüslikon Symposium in 1991. One key feature of this relationship has been the inclusion of self-assessment checklists of action-oriented 'Can Do' statements in the language biography section of the ELP, according to the ELP Principles and Guidelines set out in 2000 by the Education Committee of the Council of Europe. These checklists describe contextually relevant competences benchmarked to the CEFR Common Scale, drawing on the same core principles of positive formulation and stand-alone integrity demonstrated by the CEFR bank of illustrative descriptors.

The pilot ELP projects conducted in 15 Council of Europe member states between 1998 and 2000 predated the publication of the CEFR in 2001, and from 2000 the ELP Validation Committee was set up to establish conformity of draft ELPs to the ELP Principles and Guidelines. This process facilitated the accreditation of ELPs across numerous member states and educational contexts, including ELPs containing descriptor checklists aimed at specific young learner age groups not explicitly represented by the CEFR bank of illustrative descriptors. Following the replacement of the validation process with online registration in 2011, detailed instructions are provided on the ELP website, offering (among other resources) generic self-assessment checklists as a template for learners aged 15+. A paper is also available considering the issues involved in producing self-assessment descriptors suitable for use by young learners, entitled 'ELP Checklists for Young Learners'.

Thus educators developing new young learner-oriented descriptors for ELPs self-assessment checklists and for definition of language syllabus objectives may consult these resources along with a range of sample accredited ELPs made available for download from the website. However, there is not yet in existence a set of CEFR illustrative descriptors for young learners that has been developed with the same methodology of empirical calibration applied to the CEFR adult illustrative descriptors, a process which is described in Appendix B of the CEFR.

During 2014-2017 work was undertaken to extend the existing 2001 set of illustrative descriptors contained in the CEFR. This extension incorporated relevant descriptors from an existing pool of further calibrated material provided by a variety of sources, to better address the illustration of A1, of the C-levels and of reception at all levels. In parallel, three further projects concentrated on areas under-represented in the original set of CEFR illustrative descriptors:

- i. (2014) Collation of descriptors for young learners from existing validated sources, in relation to CEFR illustrative descriptors.
- ii. (2014-15) Development of descriptors in line with an expanded concept of Mediation. These descriptors are grouped under the headings: Mediating a text, Mediating Concepts, Mediating Communication and Mediation strategies.
- iii. (2015-16) Development of new scales in the areas of online interaction, response to text, plurilingual competence, pluricultural competence, reception strategies and phonological competence, for inclusion with the new mediation descriptors in the validation process for the CEFR Companion Volume with New Descriptors.

Significantly the project did not undertake the development of a new set of calibrated descriptors of language competences for young learners to add to the extended set of CEFR illustrative descriptors. This was for the following reasons:

- i. The CEFR illustrative descriptors have been developed, validated and calibrated irrespective of specified age groups, whereas descriptors of language competence for young learners represent selective adaptations of the existing CEFR illustrative descriptors and scales, and only where relevant to a given age group and context.

- ii. A first step in addressing this area should therefore be to identify to what extent the available set of calibrated CEFR illustrative descriptors are relevant for young learner age groups, either in their original form or by reasonable adaptation for context.
- iii. This should be based on real contextual practice with young learners, hence the decision to gather a representative sample from existing validated ELPs and assessment descriptors developed by language professionals across member states.
- iv. As this work was scheduled prior to / parallel to the development and validation of the extended set of CEFR illustrative descriptors, it would not have been logical to attempt a large scale project to adapt all of the relevant CEFR illustrative descriptors multiple times for different age groups of young learners, before the main 'extended set' was even completed and published.
- v. The age groups indicated by this collation should be considered a road map for reflection rather than a comprehensive definitive scheme. For example, descriptors for pre-primary ages up to 6 years were not included due to scarcity of useable validated sources, but such work could be undertaken in the future.

Therefore in summary the objective of this document is to provide an overview of how existing validated descriptors of language competence for young learners relate in content and focus to the calibrated CEFR illustrative descriptors, as a first step towards the possible future development and/or calibration of young learner illustrative descriptors.

2. Rationale for the collation of descriptors taken from European Language Portfolios for Young Learners

The rationale for this collation acknowledges the following key considerations:

- i. **The need for sharing of experience and transfer of knowhow between Council of Europe member states, regarding numerous parallel implementations of the European Language Portfolio for young learners since 2001.**

It is important to acknowledge that such exchange of knowhow exists already across many contexts and domains, and the pool of written information in this area extends well beyond ELPs themselves to include user manuals, training programmes, learning and testing materials, questionnaires, reports and studies, dissertations and press releases (Schärer, 2012). A very wide range of ELPs have been developed since the validation of ELPs ended in 2010, and the collection of publicly available samples is so broad now that registration of new ELPs on the Council of Europe website also stopped in 2014 (for more information see www.coe.int/portfolio). This project has not set out to be a comprehensive compilation, but rather a selective and illustrative collation.

- ii. **An acknowledgement of the basis of ELP 'Can Do' statements in the CEFR illustrative scales, which should therefore be used as the organising principle for the collation and sharing of descriptors of language competences specific for young learners taken from ELP models.**

Given the challenge felt by many educators in relating ELP 'Can Do' descriptors for self-assessment to the outcomes of official examinations (Little, 2012), this collation can serve as a review of the possible links between typical ELP checklists for young learners and the calibrated illustrative scales, which form the basis of language examination benchmarking to the CEFR.

- iii. **The consideration of how descriptors in ELPs for young learners may (or may not) be relevant to the development of competences described in the extended set of CEFR illustrative scales, as a feature of life-long learning pathways.**

Two main solutions have traditionally been applied to address the length of time it can often take for language learners in schools to progress from one CEFR level to the next: subdividing CEFR levels and/or developing part of a curriculum within one level (see <http://www.coe.int/en/web/portfolio/the-language-biography>, 'ELP checklists for Young Learners'). An important consideration for either solution is to what extent young learner ELP descriptors for different age groups clearly address the same area of competence in an age-

appropriate way, or conversely the extent to which the level of cognitive challenge implied by a calibrated illustrative descriptor is appropriate or not for a given age group.

The illustrative collation provided here aims to better inform evaluation of these issues by allowing direct comparison of young learner ELP descriptor samples for primary and post-primary age groups, placed in parallel with the extended set of CEFR illustrative descriptors. In addition, (non-prescriptive) recommendations are given regarding the likely relevance of each CEFR descriptor to these age groups.

ELP descriptors have not been mapped to the new scales added to the extended set of CEFR illustrative descriptors, as this should be regarded as a possible future phase conducted in collaboration with practitioners with access to the new scales. Therefore these scales only have recommendations as to relevance for age groups.

- iv. **In the absence of a calibrated bank of CEFR illustrative descriptors for young learners, such a collation can provide a useful reference document for educators developing objectives for language learning curricula for young learners in the age groups described.**

Though it can never be fully comprehensive, the project brings together a representative selection of young learner ELP samples from a range of Council of Europe member states, using in particular materials drawn from accredited models in the Council of Europe ELP bank and/or samples registered on the Council of Europe website, along with young learner assessment descriptors supplied by Cambridge English Language Assessment and LinguaLevel (see a complete list of sources in section 4). The organisation of mapped descriptors into two broad age groups reflects the general age emphasis of the ELPs themselves (see section 3 of this introduction for an explanation of this), and also permits the user to identify areas of competence in the extended set of CEFR illustrative descriptors that have not yet been elaborated into young learner ELP descriptors, but feasibly could be.

3. Scope and structure of the collated set of descriptors for young learners taken from ELPs

3.1. Objectives of the document

With reference to the rationale given above, this collation serves the following functions:

- i. Provision of a representative range of sample descriptors that may be drawn upon and adapted to context, with clear benchmarking to the CEFR reference levels by means of qualitative correspondence to the calibrated adult illustrative descriptors.
- ii. A 'heat map' of existing young learner portfolio descriptors that have such correspondence to the CEFR illustrative descriptors.
- iii. A qualitative evaluation of the relevance of each of the descriptors of the extended set to the broad age groups represented by the collated ELPs.
- iv. Through this evaluation, indication of the extent to which the extended CEFR illustrative descriptors are relevant to young learners, many of which may be under-represented in existing portfolio examples and could be newly adapted.
- v. A road map for educators to identify competences in the CEFR illustrative descriptors that may inform young learner syllabus learning objectives, as a consideration for life-long learning pathways.

This collation is documented in 3 ways:

- i. **Archive reference table** (the main working document, not reproduced in this document), organised into columns for:
 - ▶ the extended set of CEFR descriptors organised by **scale**
 - ▶ their suggested relevance (**or not**) to primary and post-primary young learner age groups
 - ▶ examples of young learner ELP descriptors for both age groups showing a clear correspondence to a given CEFR descriptor.

- ii. **Relevant descriptors for the ‘primary’ age group (ages 7-10):** a table organised into columns for:
 - ▶ the extended set of CEFR descriptors organised by **level**
 - ▶ their suggested relevance to the 7-10 age group (non-relevant descriptors omitted)
 - ▶ examples of young learner ELP descriptors for the 7-10 age group showing a clear correspondence to relevant CEFR descriptors.
- iii. **Relevant descriptors for the ‘post-primary’ age group (ages 11-15):** a table organised into columns for:
 - ▶ the extended set of CEFR descriptors organised by **level**
 - ▶ their suggested relevance to the 11-15 age group (non-relevant descriptors omitted)
 - ▶ examples of young learner ELP descriptors for the 11-15 age group showing a clear correspondence to relevant CEFR descriptors.

3.2. Selection of sources

The selection of ELP samples and other sources can be viewed in full in section 4, providing an abbreviated code used to identify the source against each descriptor in the document. The process of selection balanced the following objectives:

- i. **An emphasis on accredited and validated models:** several of the sources were therefore taken from ‘A bank of descriptors for self-assessment in European Language Portfolios’ (2004), and supplemented with a range accredited models spanning the period of Council of Europe validation from 2001 to 2010.
- ii. **A healthy sample size:** it became clear during the collation process that the majority of accredited young learner portfolio samples covered age ranges between 6 and 15 years old. Therefore, although Cambridge English Language Assessment descriptors and some ELP descriptors were available targeting age ranges below 6 years old, it was not practical for this collation to include them, as there would have been too many gaps in the mapping to CEFR descriptors.
- iii. **A healthy geographic mix:** A conscious effort was made to include ELP samples from a range of geographic contexts, and to avoid a possible dominance of ELPs written in English. However, it was not feasible to include ELP descriptors written in the languages of all Council of Europe member states.

3.3. Organisation by age group

The descriptors are organised into two broad age groups: 7-10 and 11-15. This was based on the following conclusions:

- i. The majority of samples followed the age grouping pattern of ‘primary’ and ‘post-primary’ education. Although the age thresholds for primary and secondary school ELPs differed across samples, there were insufficient samples specifically spanning the age range between 9 and 12 to create a ‘middle’ category. The table below illustrates the age coverage of the majority of ELPs samples collected:

Source	Ages															
	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
ELP 87.2007 – Poland																
ELP 50.2003 – Spain																
ELP 70.2006 – UK																
ELP 22.2001 – Czech Rep.																
ELP 11.2001 – Ireland																
ELP 104.2010 – France																
ELP 116.2010 – Portugal																
ELP 118.2010 – Slovenia																
ELP 86.2007 – Armenia																
ELP 94.2008 – Austria																
ELP 2012.R007 – Turkey																
Cam Eng: Movers																
ELP 95.2008 – Switzerland																
ELP 92.2007 – Latvia																
ELP 51.2203 – Spain																
Cam Eng: Flyers																
ELP 65.2004 – Italy																
Cam Eng: KfS																
ELP 102.2009 – Belgium																
ELP 79.2006 – Turkey																
ELP 80.2006 – Turkey																
ELP 20.2001 – Portugal																
ELP 4.2000 – Germany																
ELP 62.2004 – Poland																
ELP 63.2004 – Austria																
ELP 90.2007 – Germany																
ELP 106.2010 – Albania																
ELP 44.2003 – France																
ELP 69.2005 – Italy																
ELP 67.2005 – Switzerland																
ELP 7.2001 – Czech Rep.																
Cam Eng: PfS																
ELP 10.2001 – Ireland																
ELP 12.2001 – Ireland																
Lingualevel - Switzerland																

- ii. Given the key consideration of ‘level of cognitive challenge’ in evaluating relevance of CEFR illustrative descriptors to age groups, it was important to acknowledge, even if only in a broad sense, established insights from the field of cognitive developmental psychology. The age categories suggested by the collation were seen to roughly correspond with the age thresholds of around 7 and 11 years indicated by Jean Piaget’s theory of cognitive development for the ‘concrete operational’ and ‘formal operational’ stages respectively (Schaffer & Kipp, 2013).

- iii. 7 years was chosen as the lower threshold of the 'primary' group, not to exclude 6 year old learners from this group, but to acknowledge a threshold in the judgements of relevance that can apply to the majority of primary education systems.
- iv. 15 years was chosen as the cut-off for the older age group, given that a high proportion of sampled ELPs for secondary were used for ages up to 15, and also given that ELPs intended for ages above 15 tended to be indistinguishable in content from ELPs for adults.

3.4. Issues and responses

This collation makes reference to the extended set of CEFR descriptors developed and validated between 2014 and 2016, including completely new sections such as that for mediation competences and strategies. During the course of this related project, a great amount of feedback was given by participants in the validation activities and during the wider consultation meetings. The mapping of portfolio and assessment descriptors for young learners happened prior to this work, and was therefore revisited in 2016 with updates and further evaluations of relevance of newly validated descriptors to the specified age groups, in order to reflect all of the updates to the CEFR illustrative scales. This section focuses on the following points in parallel:

- (i) the most relevant issues which were raised over the duration of the project extending the CEFR illustrative descriptors, and how each issue was addressed in that project.
- (ii) key issues related to (i) that are specific to the young learner descriptor mapping process, over and above the points already dealt with in the rationale.

Relationship of mediation scales to existing CEFR scales: Some aspects of mediation, in the broader interpretation now being adopted, are already present in the original illustrative descriptor scales. This is discussed in the introduction to the CEFR extended set of illustrative descriptors with examples provided, acknowledging the inevitability of fuzzy boundaries in any such scheme of categorisation.

Cross-linguistic mediation: The introduction to the CEFR extended set of illustrative descriptors explains in some detail the complex problem of developing workable descriptors that explicitly define the roles of more than one language in cross-linguistic mediation. The project group decided to take the line that, as with the original illustrative descriptors, what is calibrated is the perceived difficulty of the functional language ability – irrespective of whatever languages are involved. It is recommended that those languages should be specified by the user as part of the adaptation for practical use.

Given that this area is a new addition to the CEFR illustrative scales, there are no existing young learner portfolio descriptors exemplifying such adaptation to context. However, as with all the illustrative scales, comments are included as to the perceived relevance of these new descriptors to the stated age ranges for developing new portfolio descriptors.

Individual differences: In any CEFR descriptor scale, the descriptors at a particular level define what can reasonably be achieved when the user/learner has a communicative language competence (CEFR Section 5.2) in the language(s) concerned corresponding to the CEFR level given, provided that the person concerned also has the personal characteristics, knowledge, cognitive maturity and experience – that is to say the general competences (CEFR Section 5.1) – necessary to do so successfully. The CEFR scales are intended to be used to profile ability. It is unlikely that all users who are globally 'B1' are capable of doing exactly what is defined at B1 on all CEFR descriptor scales, no more and no less. It is far more likely that people whose overall level is at B1 will in fact be A2 or A2+ in relation to some activities and B1+ or even B2 in relation to others, depending upon their personal profile of general competences, in turn dependent on age, experience etc. Further discussion of this point can be found in the introduction to the CEFR extended set of illustrative descriptors with respect to plurilingual and pluricultural competences.

The consideration of personal characteristics is particularly important for young learners, where judgements of the relevance of CEFR illustrative descriptors for adaptation to the age ranges 7-10 and 11-15 should acknowledge the extent of potential individual differences in cognitive and social development within each group. Therefore where comments are entered about the positive relevance or partial relevance of a descriptor to a given age range, this is based on the perception of what is reasonable / possible rather than 'expected' or 'necessary' in terms of cognitive and/or social development. In this way the documentation provides a roadmap of options for educators, with exemplars mapped from a selection of existing portfolio and assessment sources. While the relevant

contents of the CEFR illustrative scales are thus narrowed down for the consideration of each age group, the result is not intended as a ready-made curriculum.

Literacy: Related to the point above, it should be acknowledged that levels of development of literacy can vary considerably for the age ranges given, not only due to individual differences, but according to national, social and educational context. The treatment of descriptors relating to written reception, production and integrated skills therefore takes a 'bias for best' approach, assuming what is reasonable / possible for the age range given optimum literacy support.

Level in relation to integrated skills: All of the descriptors in the categories under conveying received information involve integrated skills, a mixture of reception, production and in some cases interaction. The focus is not on reception, for which CEFR scales already exist. The level at which descriptors are calibrated reflects the expert judgment of the working groups and the hundreds of informants as to the level of the processing and the production required.

Level in relation to integrated languages: As stated above users are advised to specify the precise languages involved in cross-linguistic mediation, as part of the adaptation of the descriptor for practical use. When the reception and the production or interaction are in different languages, then, as stated in the previous point, the level is that of the processing and the production required. One needs to be able to process and articulate the source message in the target language(s).

Languages and level in the two scales on plurilingualism: Ability in plurilingual comprehension usually involves activities like exploiting one's receptive ability in one language (however partial) to deduce the meaning of texts in another language. Again it is the minimum functional level needed in each of the languages concerned to perform these activities that the descriptor scaling refers to. Proximity of languages naturally helps. Therefore, again, in any specific context, users are advised to specify the languages concerned as part of the adaptation of the descriptor for practical use.

In *BUILDING ON PLURILINGUAL REPERTOIRE*, the level given is that of the weaker language in the combination, and users are advised to specify the languages concerned as part of the adaptation of the descriptor for practical use.

Languages used in sample young learner portfolio descriptors: As this project is a collation of the contributions of language professionals working directly with young learners, no attempt has been made in the documentation to translate portfolio descriptors written in languages other than English, despite the CEFR illustrative descriptors being presented in English and French. This is because the aim of the project is to present a representative selection of available evidence, rather than adapt it, and there is no bias intended towards English or French as target languages for young learner language teaching and learning.

Organisation of the cross-referenced tables: The original mapping of sample young learner portfolio and assessment descriptors was completed in a table showing each CEFR illustrative scale in full, and both age groups side by side, becoming an 'archive' reference document (see section 3.5 for a visualisation). It was found however that this would be very cumbersome for educators to work with, who are usually concerned with developing syllabi and/or portfolios at a given CEFR band for a given age range. Therefore two further documents were produced for each age range separately, grouping the information mapped to CEFR illustrative descriptors by each broad CEFR band (e.g. Pre-A1 to A1, A2 to A2+ etc.). Given that this effectively broke up the scales, there was no real reason to comparatively display non-relevant descriptors or indicate levels for which there is no CEFR illustrative descriptor available, as this would have created excessive redundancy in documents that were intended to be streamlined for practical use. Therefore all such entries were removed, leaving only those with positive or partial relevance at each level. This does mean that for several sections at the 'B' and 'C' levels the 'overall' descriptors are not displayed, as they encompass a degree of cognitive and social maturity that was not judged relevant to the age group. These descriptors can nevertheless be viewed in the 'archive' document.

Very limited relevance of the 'C' levels to the 7-10 age group: It is not assumed that there is a 'glass ceiling' for learners aged 7-10 in terms of language acquisition, but the majority of descriptors for the C1 and C2 levels were found to imply a degree of cognitive and social maturity that has little or no relevance to the communicative needs of this age range. For this reason the C2 level is not addressed at all in the streamlined document for ages 7-10 organised by level. In addition, only a very limited number of C1 descriptors are referenced for this age range, which relate to receptive communicative language activities and linguistic / sociolinguistic communicative language competences only.

Statements of partial relevance to an age range: In many cases CEFR illustrative descriptors are evaluated as partially relevant for adaptation to the stated age range, given age appropriate tasks. This does not guarantee that user adaptations of these descriptors for young learners will represent the same level of challenge, or indeed retain level calibration, but rather indicates the feasibility of working *towards* the descriptor calibrated at that CEFR level, as a feature of lifelong learning.

3.5. Organisation of the 'archive' table

Overview: The collated table of descriptors for both age groups serves as an archive reference document SEPARATE TO THIS DOCUMENT, and contains the following components:

Columns indicating perceived relevance of the CEFR descriptors to adaptation for the two broad age groups.

Columns containing the collated ELP / validated descriptors that correspond to the CEFR extended set of illustrative descriptors, with cells left blank where there is no evident correspondence. Each ELP descriptor mapped to the original ELP source and original stated level, though the level allocated by row may have been re-interpreted in the mapping process.

CEFR Descriptor (2015 Extended Set)	Relevance for adaptation to 7-10	Relevance for adaptation to 11-15	Accredited / registered ELP pseudo statements 7-10	Accredited / registered ELP pseudo statements 11-15
			Je peux demander à quelqu'un comment il va et je peux répondre à des questions de ce type. [22.2001-CZ-11]	
Pre A1			Pre A1	Pre A1
Can understand and use some basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry".	Relevant.	Relevant.	I can apologise. I can say thank you. [118.2010-SLO-6-10] (A1) I can say please and thank you. [1162010-POR-6-10] (A1) I can apologise and thank someone. (Lit. words like "excuse me", "sorry", "thank you", etc.) [36.2007-ARM-6-10] (A1) I can give thanks and excuses by using simple sentences such as "Thank you", "Excuse me", "Sorry" etc. [2012R007-TUR-6-12] (A1)	I can say basic greetings and phrases (e.g., "please", "thank you"), ask how someone is and say how I am. [10.2001-IE/Autb] - ND (A1) I can say thank you using very simple words. [LINGUAL-CH/13-15] (A1.1) I can greet someone with simple words and I can say "yes", "no", "sorry", "please" and "thank you". [LINGUAL-CH/13-15] (A1.1)
Can greet people, say his/her name and say "Good-bye".	Relevant.	Relevant.	I can ask someone's name, and I can say my name. [118.2010-SLO-6-10]	I can greet people, introduce myself briefly and take leave of them. [LINGUAL-CH/13-15] (A1.1)
INFORMAL DISCUSSION (WITH FRIENDS)			INFORMAL DISCUSSION (WITH FRIENDS)	
C2			C2	C2
Can advise on or talk about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism.	Not relevant: too challenging (either cognitively or socially).	Not relevant: too challenging (either cognitively or socially).		
C1			C1	C1
Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex, unfamiliar topics.	Not relevant: too challenging (either cognitively or socially).	Partially relevant, on topics related to school subjects, interests, etc.		Je peux facilement soutenir un débat, même sur des sujets abstraits, complexes et non familiers. [44.2008-FR-Ce1]
B2+			B2+	B2+
Can keep up with an animated discussion between native speakers.	Partially relevant: could work towards this with appropriate tasks, and if he/she has necessary background knowledge.	Partially relevant, if subject matter is familiar.		
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	Not relevant: too challenging (either cognitively or socially).	Partially relevant, if subject matter is familiar.		I can express my ideas and opinions precisely and put forward persuasive arguments. I can also respond to complex arguments put forward by others. [LINGUAL-CH/13-15] (B2.1/B2.2)
B2			B2	B2
Can take an active part in informal discussion in familiar contexts, commenting, putting points of view clearly, evaluating alternative proposals and making and responding to hypotheses.	Partially relevant: could work towards this with appropriate tasks, and if he/she has necessary background knowledge.	Partially relevant if subject matter is familiar.		
Can, with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers whose he does not modify their language in any way.	Partially relevant: if subject matter is familiar.	Relevant.	I can follow factual conversations, discussions, and oral reports, even if I am not familiar with all the details of the topic. [2012R007-TUR-6-12]	

Left hand column containing the CEFR extended set of illustrative descriptors, with rows for each CEFR level, including 'plus levels', pre-A1, and new scales as features of the extended set.

The following headings are used in the archive reference table:

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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These are explained below with the relevant headings highlighted in each case.

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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The left hand column is organised according the scales included in the 2016 CEFR extended set of illustrative descriptors

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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Columns 2 and 3 contain subjective inferences validated through consultation of a small group of language education experts. Therefore it can only be interpreted as a general guide that is open to interpretation / re-interpretation according to specific contexts.

The following statements were used, with further comments where necessary:

Relevant

A CEFR descriptor is evaluated as 'relevant' where it can be feasibly elaborated as a learning outcome for the age group indicated. Examples may be given to illustrate how the scope of corresponding tasks may be adjusted for the context without significantly affecting the language difficulty level of the descriptor.

Partially relevant

A CEFR descriptor is evaluated as 'partially relevant' where the elaboration into an age-appropriate context is possible, but it either limits the nature of tasks indicated by the descriptor, or can only feasibly apply to an upper range of the age group indicated. In each case a comment is added to provide examples and/or make this clear.

Not relevant - too challenging (either cognitively or socially)

A CEFR descriptor is evaluated as 'not relevant - too challenging (either cognitively or socially)' where it was not considered feasible as a learning outcome for young learners in the age range indicated, even with age-appropriate tasks.

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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These columns list the sample descriptors for young learners themselves. No limit was placed on the number of ELP descriptors that could be mapped to a single CEFR illustrative descriptor. Consequently some cells have several descriptors entered, some have none. Each ELP descriptor includes the code for its source in brackets.

3.6. Organisation of the tables of relevant descriptors for each age group

The same data contained in the archive reference table is presented in separate documents for each of the age groups 7-10 and 11-15, organised for easier reference with educators in mind. For this reason all rows have been removed where there is either no CEFR illustrative descriptor available, or the descriptor has been evaluated as having no relevance to the age range. This is to avoid excessive redundancy in the tables for each age range, given that they do not present complete scales. However, the main 'archive' document organised by scale can always be referenced to view judgements of non-relevance.

Column indicating perceived relevance of the CEFR descriptors to adaptation for the age group indicated

Column containing the collated ELP / validated descriptors for the given age group that correspond to the CEFR extended set of illustrative descriptors, with cells left blank where there is no evident correspondence. Each young learner descriptor mapped is referenced to the original source and original stated level, though the level allocated by row may have been re-interpreted in the mapping process.

Left hand column containing the CEFR extended set of illustrative descriptors, with sections collating descriptors for each CEFR level and rows for each CEFR scale, including 'plus levels', pre-A1, and new scales as features of the extended set.

Levels Pre-A1 / A1		
CEFR Descriptor (2015 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
A1		A1
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Relevant	I can understand a simple description of a room (e.g. my classroom, my bedroom). [118.2010-SLO/6-10] I can understand a very simple description of an object (e.g. its size, colour and location). [118.2010-SLO/6-10] I can follow a short story if I listen to it and look at it several times. [118.2010-SLO/6-10] I can understand when people speak slowly, clearly, and with pauses, so I have time to figure out the meaning of what is said. [86.2007-ARM/6-10] I can understand simple and short songs and rhymes, e.g. songs and rhymes I got to know at school. [94.2008-AUS/6-10] I can understand when someone speaks about animals in simple, short sentences, e.g. A tiger lives in the jungle. [94.2008-AUS/6-10] I can understand when someone speaks about the weather in simple, short sentences, e.g. Today it is cold and it's snowing. [94.2008-AUS/6-10] I can understand a simple, short role-play, e.g. a conversation between teacher and pupil. [94.2008-AUS/6-10] I can understand a simple and short story with illustrations, e.g. an animal story. [94.2008-AUS/6-10]
Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	Relevant	I can perform the actions to a song or story as I hear it. [118.2010-SLO/6-10] I can draw characters, objects and events from a story as I hear it. [118.2010-SLO/6-10] I can understand some of the things that the teacher says in class and the names for things in the school. [11.2001-IE/PR1] I can understand when someone describes his/her home in simple, short sentences, e.g. The kitchen is next to the dining room. [94.2008-AUS/6-10]
Pre-A1		Pre-A1

4. Key to sources

Code	Source	Age Group	Language of document used
From A bank of descriptors for self-assessment in European Language Portfolios (2004):			
4.2000-GER/NRW	ELP 4.2000 – Germany – North Rhine–Westphalia: Model for learners in lower secondary education (<i>accredited</i>)	10-15	Ger
7.2001-CZ/11-15	ELP 7.2001 – Czech Republic: Model for learners in lower secondary education (11–15 years) (<i>accredited</i>)	11-15	Eng
10.2001-IE/Auth	ELP 10.2001– Ireland: Model for learners in post-primary education (<i>accredited</i>)	12-15	Eng
20.2001-POR	ELP 20.2001 – Portugal: Model for learners aged 10–15 years old (<i>accredited</i>)	10-15	Port
22.2001-CZ-11	ELP 22.2001 – Czech Republic: Czech Republic – Model for learners up to 11 years old (<i>accredited</i>)	Up to 11	Fre
44.2003-FR/Coll	ELP 44.2003 – France: Model for learners in lower secondary education (<i>accredited</i>)	11-14	Fre
From other sources:			
LINGUAL-CH/13-15	Self-assessment descriptors for learners in lower secondary education (2009): developed in Switzerland for the Lingualevel project (<i>validated</i>)	13-15	Eng
YL-M CanDo	Cambridge English: Young Learners Can Do Statements – Movers	7-9	Eng
YL-F CanDo	Cambridge English: Young Learners Can Do Statements – Flyers	9-11	Eng
KfS CanDo	Cambridge English: Key (KET) for Schools – Can Do Statements	10-12	Eng
PfS CanDo	Cambridge English: Preliminary (PET) for Schools – Can Do Statements	12-14	Eng
11.2001-IE/PRI	ELP 11.2001 – Ireland: Model for use in primary education with a specific target group: immigrants learning the language of the host country (rev. 2004) (<i>accredited</i>)	5-12	Eng
12.2001-IE/PP	ELP 12.2001 – Ireland: Model for use in post-primary education with a specific target group: immigrants learning the language of the host country (rev. 2004) (<i>accredited</i>)	12-16	Eng
70.2006-UK/PRI	ELP 70.2006 – UK: CILT, National Centre for Languages - Model for junior learners (<i>accredited</i>)	5-11	Eng
86.2007-ARM/6-10	ELP 86.2007 – Armenia: Yerevan State Linguistic University – Model for learners aged 6–10 (<i>accredited</i>)	6-10	Eng
94.2008-AUS/6-10	ELP 94.2008 – Austria: Vienna Board of Education – European Language Portfolio for the Central Euro-pean Region - Model for primary school learners aged 6–10 (<i>accredited</i>)	6-10	Eng
116.2010-POR/6-10	ELP 116.2010 – Portugal: Direcção Geral de Inovação e de Desenvolvimento Curricular - Model for learners aged 6–10 (<i>accredited</i>)	6-10	Eng
118.2010-SLO/6-10	ELP 118.2010 – Slovenia: Ministry of Education and Sport - Model for learners aged 6–10 (<i>accredited</i>)	6-10	Eng/Slo
2012.R007-TUR/6-12	ELP 2012.R007 – Turkey: British Educational Affairs - European Language Portfolio – Young Learners (Age 6-12) (<i>registered</i>)	6-12	Eng

Notes:

- The bank incorporates 10 sources for the younger age group (guideline: age 7-10) and 9 for the older one (guideline: age 11-15) and sources developed in several different contexts in altogether 13 countries (NB: the ELP that appears under 'Austria' was actually developed for the Central European Region, together with organisations from three neighbouring countries: Slovakia, the Czech Republic and Hungary).
- All descriptors have been used at the same level as in the original source, unless otherwise stated (with levels A2.2/B1.2/B2.2 – where used in the original source – added as A2+/B1+/B2+).
- Although the 'Young Learners' and 'for Schools' Cambridge English examinations are specifically designed for school-aged learners, the age groups given in the list above are offered by Cambridge English Language Assessment more as guidelines, as there is no actual age limit on the exams.
- "ND" (for descriptors from the CoE bank): shows that the descriptor in the bank was not linked to a specific CEFR descriptor (but was used at the given level, unless otherwise stated).
- "NL": no level given in the original source.

Other sources collected but not used:		
Source	Age Group	Language of document used
ELP 51.2203 – Spain: Model for learners aged 8-12	8-12	Spa
ELP 62.2004 – Poland: European Language Portfolio for learners aged 10-15 (Osrodek Rozwoju Edukacji)	10-15	Pol/Eng//Fre/Ger/Rus
ELP 63.2004 – Austria: Cernet Model for learners aged 10-15	10-15	Ger
ELP 65.2004 – Italy (Bolzano): Model for learners in primary education	9-11	Ita/Ger/Eng
ELP 67.2005 – Switzerland: CDIP - Model for learners in lower secondary education	11-15	Ger
ELP 69.2005 – Italy (Bolzano) – Model for learners in lower secondary education	11-14	Ita/Ger/Eng
ELP 79.2006 – Turkey: Bilfen Schools - Model for learners aged from 10 to 14	10-14	Tur/Eng/Ger
ELP 80.2006 – Turkey: Ministry of National Education - Model for learners aged from 10 to 14	10-14	Tur/Eng
ELP 87.2007 – Poland: National In-service Teacher Training Centre – Model for learners aged 3–6	3-6	Pol
ELP 90.2007 – Germany (Hessen): <i>Verbundprojekt 'Sprachen lehren und lernen als Kontinuum' Koordinierungsstelle</i> - Model for lower-secondary learners (grades 3–10)	10-15	Ger
ELP 92.2007 – Latvia: State Language Agency - Model for young learners aged 7–12	7-12	Lat
ELP 95.2008 – Switzerland: CDIP - Model for learners aged 7–11 (also includes <i>Portfolino</i> for learners aged 4–7 – not collated)	7-11	Ger/Fre/Ita/Spa
ELP 102.2009 – Belgium: <i>Secrétariat flamand de l'enseignement catholique (VSKO) asbl Formation dans l'enseignement catholique</i> – Model for young learners aged 10-14 ans	10-14	Dut
ELP 104.2010 – France: Editions Didier - Model for learners aged 6–10	6-10	Fre
ELP 106.2010 – Albania: Ministry of Education and Science - Model for learners aged 11–14	11-14	Alb/Eng

Note:

– The above sources have not been added to the bank due to prioritisation of both relevance and diversity of a representative selection of sources (see note above)

04.07.2014 Collated by: Tunde Szabo (Eurocentres), project supervised by Tim Goodier (Eurocentres)

5. References

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LITTLE, D., 2012. The European Language Portfolio: history, key concerns, future prospects. In: B. KUHN and M. CAVANA, eds, *Perspectives from the European Language Portfolio: Learner autonomy and self-assessment* . London: Routledge, pp. 7-21.

SCHAFFER, D. R. & KIPP, K., 2013. *Developmental Psychology: Childhood and Adolescence*. Belmont: Wadsworth Cengage Learning.

SCHÄRER, R., 2012. Between vision and reality: reflection on twenty years of a common European project. In: B. KUHN and M. CAVANA, eds, *Perspectives from the European Language Portfolio: Learner autonomy and self-assessment* . London: Routledge, pp. 45-58.

Table of a Representative Sample of Descriptors of Language Competences for Young Learners aged 7-10 Years

The descriptors were mapped to the CEFR Extended Set of Illustrative Descriptors, organised by CEFR Level.

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Communicative Language Activities and Strategies		
Reception Activities		
Spoken Reception		
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
A1		A1
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	Relevant.	<p>I can understand a simple description of a room (e.g. my classroom, my bedroom). [118.2010-SLO/6-10]</p> <p>I can understand a very simple description of an object (e.g. its size, colour and location). [118.2010-SLO/6-10]</p> <p>I can follow a short story if I listen to it and look at it several times. [118.2010-SLO/6-10]</p> <p>I can understand when people speak slowly, clearly, and with pauses, so I have time to figure out the meaning of what is said. [86.2007-ARM/6-10]</p> <p>I can understand simple and short songs and rhymes, e.g. songs and rhymes I got to know at school. [94.2008-AUS/6-10]</p> <p>I can understand when someone speaks about animals in simple, short sentences, e.g. A tiger lives in the jungle. [94.2008-AUS/6-10]</p> <p>I can understand when someone speaks about the weather in simple, short sentences, e.g. Today it is cold and it's snowing. [94.2008-AUS/6-10]</p> <p>I can understand a simple, short role-play, e.g. a conversation between teacher and pupil. [94.2008-AUS/6-10]</p> <p>I can understand a simple and short story with illustrations, e.g. an animal story. [94.2008-AUS/6-10]</p>
Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	Relevant.	<p>I can perform the actions to a song or story as I hear it. [118.2010-SLO/6-10]</p> <p>I can draw characters, objects and events from a story as I hear it. [118.2010-SLO/6-10]</p> <p>I can understand some of the things that the teacher says in class and the names for things in the school. [11.2001-IE/PRI]</p> <p>I can understand when someone describes his/her home in simple, short sentences, e.g. The kitchen is next to the dining room. [94.2008-AUS/6-10]</p>
Pre-A1		Pre-A1
Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context.	Relevant.	<p>I can understand the important words in a song or rhyme. [118.2010-SLO/6-10] (A1)</p> <p>I can identify names of shops or places (chemist's, baker's, school, post office, football field, ...) [116.2010-POR/6-10] (A1)</p> <p>I can understand the names of clothes I wear to school and the food that I eat in school. [11.2001-IE/PRI] (A1)</p> <p>I can understand the words for colours and shapes. [11.2001-IE/PRI] (A1)</p> <p>I can understand the words for people who help us. [11.2001-IE/PRI] (A1)</p> <p>I can understand the words for different types of weather. [11.2001-IE/PRI] (A1)</p> <p>I can understand the main words about travelling. [11.2001-IE/PRI] (A1)</p> <p>I can understand the words for the holidays and festivals during the school year. [11.2001-IE/PRI] (A1)</p>

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can understand the names for people who work and live in my town or area. [11.2001-IE/PRI] (A1)</p> <p>I can recognise the names of other countries in the world. [11.2001-IE/PRI] (A1)</p> <p>I can understand the names of some animals and plants. [11.2001-IE/PRI] (A1)</p> <p>I can understand the words for the main places in the town or village where I live. [11.2001-IE/PRI] (A1)</p> <p>I can understand a few familiar spoken words and phrases, e.g. the teacher's instructions, a few words and phrases in a song or a rhyme, days of the week, colours or numbers... [70.2006-UK/PRI] (A1)</p> <p>I can understand some words and phrases in songs and simple children's poems. [86.2007-ARM/6-10] (A1)</p> <p>I can understand some geographical names. [86.2007-ARM/6-10] (A1)</p> <p>I can recognise shapes and categories. [2012.R007-TUR/6-12] (A1)</p> <p>I can understand some words in songs and rhymes. [2012.R007-TUR/6-12] (A1)</p> <p>I can identify familiar words and phrases. [2012.R007-TUR/6-12] (A1)</p> <p>Razumem posamezne besede in besedne zveze, ki jih pogosto slišim, na primer osnovna navodila pri pouku; nekaj besed in povedi iz pesmice ali izštevance, ki jo obravnavamo v šoli; dnevi v tednu; letni čas; barve in številke; predmeti v učilnici ...; [118.2010-SLO/6-10] (A1)</p>
Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.	Relevant.	<p>I can understand when I am told the time. [11.2001-IE/PRI] (A1)</p> <p>I can understand the days of the week. [11.2001-IE/PRI] (A1)</p> <p>I can understand numbers, prices and the time. [86.2007-ARM/6-10] (A1)</p> <p>I can understand days of the week and months of the year. [86.2007-ARM/6-10] (A1)</p> <p>I can understand when someone says what time it is, e.g. It is half past four. [94.2008-AUS/6-10] (A1)</p> <p>I can understand the days of the week, months of the year and seasons in a spoken text, e.g. Monday, January, Spring. [94.2008-AUS/6-10] (A1)</p> <p>I can understand when someone says the price of an object, e.g. The book costs 10 €. [94.2008-AUS/6-10] (A1)</p> <p>I can understand numbers and prices. [2012.R007-TUR/6-12] (A1)</p> <p>I can understand clock times, days, months and dates. [2012.R007-TUR/6-12] (A1)</p>
Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.	Relevant.	
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
A1		A1
Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	Relevant.	<p>Can understand when somebody talks about their family or friends in simple sentences. (YL-M Can-do)</p> <p>I can understand a range of familiar spoken phrases, e.g. basic phrases concerning myself, my family and school... [70.2006-UK/PRI]</p> <p>When people speak, I can understand common phrases and often used words on the topics I know something about. [86.2007-ARM/6-10]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	Relevant.	I can understand very short conversations when people speak slowly and clearly. [86.2007-ARM/6-10]
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
A1		A1
Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	Relevant.	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS
A1		A1
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	Relevant.	Can understand instructions given by the teacher in the classroom, such as 'You must do this', 'Take off your coats.' (YL-M CanDo) I can understand the teacher's instructions. [118.2010-SLO/6-10] I can understand when the teacher tells me to do something that I already know. [11.2001-IE/PRI] I can understand when my friends tell me how to play a game. [11.2001-IE/PRI]
Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment.	Relevant.	
Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.	Relevant.	
Pre-A1		Pre-A1
Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	Relevant.	I can understand simple instructions ("Open your book!", "Come to the board!", "Stop!", "Run!", ...) [116.2010-POR/6-10] (A1) I can understand simple instructions given by the teacher during the class ("Stand up", "Sit down", "Come in", "Go out", "Say", "Listen", "Give me the book", "Take it", etc.) [86.2007-ARM/6-10] (A1) I can understand simple, short instructions given by my teacher, e.g. Stand up, please! [94.2008-AUS/6-10] (A1) I can understand simple classroom instructions such as "Sit down", "Wait", "Listen" [2012.R007-TUR/6-12] (A1)
LISTENING TO AUDIO MEDIA AND RECORDINGS		LISTENING TO AUDIO MEDIA AND RECORDINGS
A1		A1
Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	Relevant.	I can understand the main point(s) from a short spoken passage, e.g. a short rhyme or song, a telephone message, announcement or weather forecast... [70.2006-UK/PRI]
Pre A1		Pre A1
Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Audio-visual Reception		
WATCHING TV AND FILM		WATCHING TV AND FILM
A1		A1
Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	Relevant.	I can understand everyday words and sentences in children's films, cartoons, tales, advertisements and announcements. [86.2007-ARM/6-10] I can understand some words and phrases I hear on TV programmes. [2012.R007-TUR/6-12]
Written Reception		
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
A1		A1
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Relevant.	Can understand simple sentences if they read them slowly and several times. (YL-M CanDo) I can read short sentences. [116.2010-POR/6-10] I can read and understand basic personal details (name, address, date, date of birth, etc.). [86.2007-ARM/6-10] I can understand phrases and word combinations with the help of common words and names in very simple short texts. [86.2007-ARM/6-10] I can read and understand simple, short sentences about the holidays, e.g. In the summer holidays my friend was in France. [94.2008-AUS/6-10] I can read and understand simple, short texts about days of the week, months of the year and seasons, e.g. Today is 5th January. It is winter. [94.2008-AUS/6-10] I can read and understand a simple, short role-play, e.g. a shopping dialogue. [94.2008-AUS/6-10] I can understand what personal information is demanded in a simple form. [2012.R007-TUR/6-12]
		Preberem kratko besedno zvezo ali poved o znani temi, na primer preprosto opombo ob sliki; besedne zveze o vremenu; preprost opis predmeta; preprost opis domače živali; zelo preprost strip ...; [118.2010-SLO/6-10]
Pre A1		Pre A1
Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.	Relevant.	With the help of pictures I can read the names of countries or different regions in the world, animals and plants, holidays and festivities. [116.2010-POR/6-10] (A1) I can read the words on a poster or picture about weather. [11.2001-IE/PRI] (A1) I can recognise words for different types of transport on a poster or in a book. [11.2001-IE/PRI] (A1) I can use pictures in a reader or textbook to identify different peoples and parts of the world. [11.2001-IE/PRI] (A1) I can use pictures and posters to understand words about animals and plants. [11.2001-IE/PRI] (A1) I can recognise and read out a few familiar words and phrases, e.g. from stories and rhymes, labels on familiar objects, the date, the weather... [70.2006-UK/PRI] (A1) I can read and understand the words in illustrated books and magazines, where the pictures help me understand even unknown words. [86.2007-ARM/6-10] (A1)

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can read and understand names of food and drinks with the help of pictures, e.g. apple, milk. [94.2008-AUS/6-10] (A1)</p> <p>I can identify familiar words and phrases. [2012.R007-TUR/6-12] (A1)</p> <p>I can read the date, e.g. Wednesday 14th May 2011. [94.2008-AUS/6-10] (A1)</p> <p>I can recognize and read out familiar words from a story. [118.2010-SLO/6-10] (A1)</p> <p>I can read and understand familiar words from a song we have sung together. [118.2010-SLO/6-10] (A1)</p> <p>I can read the days of the week, the months of the year, the seasons of the year, the colours, the shapes, the clothes, food, jobs, parts of the body, objects I see or wear every day. [116.2010-POR/6-10] (A1)</p> <p>I can read the words for the clothes that I know and the food that I like and don't like. [11.2001-IE/PRI] (A1)</p> <p>I can read the words for different colours and shapes. [11.2001-IE/PRI] (A1)</p> <p>I can read the words for people who help us. [11.2001-IE/PRI] (A1)</p> <p>I can read the words for festivals and seasons. [11.2001-IE/PRI] (A1)</p> <p>I can match words and sentences with pictures. [86.2007-ARM/6-10] (A1)</p>
READING CORRESPONDENCE		READING CORRESPONDENCE
A1		A1
Can understand short, simple messages on postcards.	Relevant.	<p>I can read a simple message on a postcard or a greeting card. [118.2010-SLO/6-10]</p> <p>I can read and understand the main point(s) of a simple e-mail. [118.2010-SLO/6-10]</p> <p>I can understand the main point(s) from a short written passage in clear printed script, e.g. very simple messages on a postcard or in an e-mail...[70.2006-UK/PRI]</p> <p>I can understand short simple messages on postcards, and in short letters (such as: Happy New Year or Happy Birthday). [86.2007-ARM/6-10]</p> <p>I can read and understand a simple, short message on a postcard or invitation, e.g. birthday greetings. [94.2008-AUS/6-10]</p> <p>I can understand short notes, messages and simple notices. [2012.R007-TUR/6-12]</p> <p>I can understand when somebody writes me about how s/he is and what s/he is doing. [2012.R007-TUR/6-12]</p> <p>Je peux comprendre des messages simples sur les cartes postales. [22.2001-CZ-11]</p> <p>Razumem bistvo zelo kratkega besedila o znani temi, na primer kratko sporočilo s pocitnic; zelo preprosto in kratko e-sporočilo; kratko navodilo za igro ... [118.2010-SLO/6-10]</p>
Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet).	Relevant.	
Pre A1		Pre A1
Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location.	Relevant.	
Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room,' provided there are no abbreviations.	Relevant.	I can understand simple short messages written by the teacher or my friend (e.g. "I am in the library.", "I'll be back in an hour.", etc.). [86.2007-ARM/6-10] (A1)

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
READING FOR ORIENTATION		READING FOR ORIENTATION
A1		A1
Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	Relevant.	<p>I can read and understand familiar words and phrases I see at school, in shops, in streets and elsewhere. [118.2010-SLO/6-10]</p> <p>I can read and understand simple and short sentences underneath pictures. [118.2010-SLO/6-10]</p> <p>I can find my name on a list or on the classroom wall. [11.2001-IE/PRI]</p> <p>I can read the names and notices on the doors in my school and on the board. [11.2001-IE/PRI]</p> <p>I can read the names of buildings and places in my area. [11.2001-IE/PRI]</p> <p>I can read the words for the main places in my area. [11.2001-IE/PRI]</p> <p>I can find information in a list or table (e.g., the name of my favorite football team in a table). [86.2007-ARM/6-10]</p> <p>I can understand short notes, messages and simple notices. [2012.R007-TUR/6-12]</p> <p>I can use the alphabet to look up a name on a list (e.g. in a dictionary or telephone book). [116.2010-POR/6-10]</p> <p>Dans des textes très simples, je peux trouver les mots et les phrases connus. [22.2001-CZ-11]</p> <p>Je peux comprendre des inscriptions simples (p. ex. sur le clavier de l'ordinateur ou sur les affiches). [22.2001-CZ-11]</p>
Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts).	Relevant.	<p>Can understand signs and simple notices. (YL-M CanDo)</p> <p>I can read school and street signs ("Library", "Canteen", "Post Office", "Chemist's"). [116.2010-POR/6-10]</p>
Can understand basic hotel information, e.g. times when meals are served.	Relevant.	
Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).	Relevant.	<p>I can find the information I need from a sign, a poster, or a newspaper (e.g., where and when the concert, sports event, or a film will take place). [86.2007-ARM/6-10]</p> <p>I can locate a concert or a film on posters and identify where it takes place and what time it starts. [2012.R007-TUR/6-12]</p>
Pre A1		Pre A1
Can understand simple everyday signs such as 'Parking,' 'Station,' 'Dining room,' 'No smoking,' etc.	Relevant.	<p>I can read and understand posters, advertisements, and short announcements I see on the street, in stores, at the bus station, and other places (such as: train station, bus stop, Quiet, No Smoking, Supermarket, etc.). [86.2007-ARM/6-10] (A1)</p>
Can find information about places, times and prices on posters, flyers and notices.	Relevant.	<p>I can read the time - the hours. [116.2010-POR/6-10] (A1)</p> <p>I can read timetables. [116.2010-POR/6-10] (A1)</p>
READING FOR INFORMATION AND ARGUMENT		READING FOR INFORMATION AND ARGUMENT
A1		A1
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	Relevant.	<p>I can read information about the weather (charts indicating rain, sun, clouds...). [116.2010-POR/6-10]</p> <p>I can read simple forms (enrolment in a club). [116.2010-POR/6-10]</p> <p>I can understand familiar written phrases, e.g. simple phrases, weather phrases, simple description of objects, someone writing about their pet... [70.2006-UK/PRI]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can read and understand a simple, short description of a person, e.g. My name is Lisa. I am nine years old. [94.2008-AUS/6-10]</p> <p>I can read and understand simple, short sentences about illnesses when I see pictures, e.g. Peter has the measles. [94.2008-AUS/6-10]</p> <p>I can read and understand simple, short sentences about the weather when I see pictures with it, e.g. The sun is shining today. [94.2008-AUS/6-10]</p> <p>I can read and understand a simple description of a person with the help of pictures, e.g. a description of a child. [94.2008-AUS/6-10]</p> <p>I can find what I need in simple informative texts. [2012.R007-TUR/6-12]</p> <p>I can understand information about school, age and the place of residence in short texts. [2012.R007-TUR/6-12]</p> <p>Je peux saisir de quoi il s'agit dans un texte simple accompagné par des images. [22.2001-CZ-11]</p>
Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	Relevant.	<p>Can understand simple stories and shorter texts with the help of pictures and drawings. (YL-M CanDo)</p> <p>I can read the day and month and the timetable for school. [11.2001-IE/PRI]</p> <p>I can read and understand simple, short sentences about animals when I see pictures with it, e.g. Monkeys eat bananas. [94.2008-AUS/6-10]</p> <p>I can read and understand a simple text about the holidays, with the help of pictures, e.g. holiday experiences. [94.2008-AUS/6-10]</p>
Pre A1		Pre A1
Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	Relevant.	<p>I can read and understand simple and short sentences underneath pictures. [118.2010-SLO/6-10] (A1)</p> <p>I can read the words on a poster or picture about weather. [11.2001-IE/PRI] (A1)</p> <p>I can recognise words for different types of transport on a poster or in a book. [11.2001-IE/PRI] (A1)</p> <p>I can use pictures in a reader or textbook to identify different peoples and parts of the world. [11.2001-IE/PRI] (A1)</p> <p>I can use pictures and posters to understand words about animals and plants. [11.2001-IE/PRI] (A1)</p> <p>I can recognise and read out a few familiar words and phrases, e.g. from stories and rhymes, labels on familiar objects, the date, the weather... [70.2006-UK/PRI] (A1)</p> <p>I can read and understand the words in illustrated books and magazines, where the pictures help me understand even unknown words. [86.2007-ARM/6-10] (A1)</p> <p>I can read and understand how much an item costs, e.g. 1 kg oranges costs 2 €. [94.2008-AUS/6-10] (A1)</p>
READING INSTRUCTIONS		READING INSTRUCTIONS
A1		A1
Can follow short, simple written directions (e.g., to go from X to Y).	Relevant.	<p>I can follow short, simple written directions (e.g. how to get from one place to another). [86.2007-ARM/6-10]</p> <p>I can read and understand directions when written in simple and short sentences with illustrations, e.g. First go straight on to the church. Then turn left to the bus stop. [94.2008-AUS/6-10]</p> <p>I can understand written directions on how to get from one place to another. [2012.R007-TUR/6-12]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Pre A1		Pre A1
Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.	Relevant.	<p>I can read and understand simple instructions in a textbook. [118.2010-SLO/6-10] (A1)</p> <p>I can read and understand simple computer or video game instructions. [118.2010-SLO/6-10] (A1)</p> <p>I can read simple instructions ("Close the door!", "Switch off the light!"). [116.2010-POR/6-10] (A1)</p> <p>I can understand the most important options in a computer programme, such as "PRINT", "SAVE", "COPY", "DELETE", etc. [86.2007-ARM/6-10] (A1)</p> <p>I can read and understand my teacher's simple, short instructions, e.g. Bring your homework book tomorrow! [94.2008-AUS/6-10] (A1)</p> <p>I can understand simple written school instructions. [2012.R007-TUR/6-12] (A1)</p> <p>I can understand the instructions in a computer program such as "copy", "cut", "paste", "print" and "save." [2012.R007-TUR/6-12] (A1)</p> <p>Je peux comprendre des consignes simples dans mon manuel. [22.2001-CZ-11] – ND (A1)</p>
READING AS A LEISURE ACTIVITY		READING AS A LEISURE ACTIVITY
A1		A1
Can understand short, illustrated narratives about everyday activities that are written in simple words.	Relevant.	<p>Can understand simple stories and shorter texts with the help of pictures and drawings. (YL-M CanDo)</p> <p>I can read and understand a simple comic strip. [118.2010-SLO/6-10]</p> <p>I can read rhymes. [116.2010-POR/6-10]</p> <p>I can read short songs and rhymes when I see pictures along with it, e.g. songs and rhymes from a children's book. [94.2008-AUS/6-10]</p> <p>I can read and understand a simple and short story with illustrations, e.g. an adventure story. [94.2008-AUS/6-10]</p>
Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	Relevant.	
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES AND INFERRING (Spoken & Written)
Pre-A1		Pre-A1
Can deduce the meaning of a word from an accompanying picture or icon.	Relevant.	
Production Activities		
Spoken Production		
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
A1		A1
Can produce simple mainly isolated phrases about people and places.	Relevant.	I can say or sing a song. [118.2010-SLO/6-10]

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can recite some rhymes. [116.2010-POR/6-10]</p> <p>I can retell a simple, short story, e.g. a holiday story. [94.2008-AUS/6-10]</p> <p>I can repeat the words I am told or that I listen to on tape, such as: my name, my age, where I live, my nationality, my phone number, the days of the week, the months of the year, the seasons of the year. [116.2010-POR/6-10]</p> <p>I can tell the names of the colours, some food, some animals, some of the objects in my house, some of the objects in my classroom, some of my favourite places, shops and places I usually visit. [116.2010-POR/6-10]</p> <p>I can give the names for colours and shapes that I know. [11.2001-IE/PRI]</p> <p>I can say the words for the seasons and for the weather in different seasons. [11.2001-IE/PRI]</p> <p>I can point out on a map where different people work. [11.2001-IE/PRI]</p> <p>I can tell the names of all the animals I know. [11.2001-IE/PRI]</p> <p>I can recite short poems and sing simple songs. [86.2007-ARM/6-10]</p> <p>I can name common objects, animals, and food, as well as basic colours. [86.2007-ARM/6-10]</p> <p>I can recite some songs, poems, and rhymes I like. [2012.R007-TUR/6-12]</p>
Pre-A1		Pre-A1
Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).	Relevant.	
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
A1		A1
Can describe him/herself, what he/she does and where he/she lives.	Relevant.	<p>I can say what my name is, how old I am, and where I live. [118.2010-SLO/6-10]</p> <p>I can say what there is in the classroom or my bedroom. [118.2010-SLO/6-10]</p> <p>I can say what I like or don't like. [118.2010-SLO/6-10]</p> <p>I can say what I do in my free time. [118.2010-SLO/6-10]</p> <p>I can build short sentences (to describe where someone lives, ...) [116.2010-POR/6-10]</p> <p>I can use simple sentences to describe my house, and my city or village. [86.2007-ARM/6-10]</p> <p>I can describe myself and others in simple, short sentences, e.g. My friend Maria is 10 years old. She has brown hair. [94.2008-AUS/6-10]</p> <p>I can talk about what I do at school in simple, short sentences, e.g. I am reading a book. [94.2008-AUS/6-10]</p> <p>I can describe my house and the neighbourhood. [2012.R007-TUR/6-12]</p> <p>Je peux dire quelques phrases de moi-même. [split]</p> <p>Je peux expliquer de façon simple d'où je suis et où j'habite. [22.2001-CZ-11]</p>
Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	Relevant.	<p>I can say what the weather is like. [118.2010-SLO/6-10]</p> <p>I can say the schooldays, the food I like or dislike, what the weather is like, the main parts of the body, some means of transport. [116.2010-POR/6-10]</p> <p>I can say what food and clothes I like and don't like. [11.2001-IE/PRI]</p>

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can tell the teacher how I came to school. [11.2001-IE/PRI]</p> <p>I can describe buses, cars, trains and planes by size and colour. [11.2001-IE/PRI]</p> <p>I can say when the main festivals are in the year. [11.2001-IE/PRI]</p> <p>I can name the places I have been to in the area. [11.2001-IE/PRI]</p> <p>I can give the names of the buildings in my area. [11.2001-IE/PRI]</p> <p>I can say/repeat a few words and short simple phrases, e.g. what the weather is like; greeting someone; naming classroom objects... [70.2006-UK/PRI]</p> <p>I can tell about my family members and friends in several sentences. [86.2007-ARM/6-10]</p> <p>I can say a few sentences about my school and class. [86.2007-ARM/6-10]</p> <p>I can speak in simple sentences about people and places I know. [86.2007-ARM/6-10]</p> <p>I can use simple sentences to express my opinion when I like or dislike something. [86.2007-ARM/6-10]</p> <p>I can describe my school things in simple, short sentences, e.g. My school bag is red and big. [94.2008-AUS/6-10]</p> <p>I can talk about free-time activities, e.g. I like to play football. [94.2008-AUS/6-10]</p> <p>I can talk about my holidays using simple and short sentences, e.g. In the summer holidays I was in England. [94.2008-AUS/6-10]</p> <p>I can make simple, short statements about the lesson plan, e.g. We have mathematics on Monday at 10 o'clock. [94.2008-AUS/6-10]</p> <p>I can talk about the seasons in simple, short sentences, e.g. I like to go swimming in the summer. [94.2008-AUS/6-10]</p> <p>I can make statements about my body in simple, short sentences, e.g. I can see with my eyes. [94.2008-AUS/6-10]</p> <p>I can talk about which food and drinks I like/dislike in simple, short sentences, e.g. I like oranges. I don't like cocoa. [94.2008-AUS/6-10]</p> <p>I can talk about animals in simple, short sentences, e.g. Cows eat grass. [94.2008-AUS/6-10]</p> <p>I can make statements about the weather in simple, short sentences, e.g. Yesterday it rained. Today it is windy. [94.2008-AUS/6-10]</p> <p>I can describe vehicles and means of transportation in simple, short sentences, e.g. The bus is big and yellow. [94.2008-AUS/6-10]</p> <p>I can give information about a country I have visited in simple and short sentences, e.g. In Australia it is hot. Kangaroos live there. [94.2008-AUS/6-10]</p> <p>I can explain in simple, short sentences what I like /dislike about a story, e.g. about a fairy tale. [94.2008-AUS/6-10]</p> <p>I can describe places and objects related to my everyday life. [2012.R007-TUR/6-12] (A1)</p> <p>I can give information about my daily routines. [2012.R007-TUR/6-12]</p> <p>I can give information about my school. [2012.R007-TUR/6-12]</p> <p>Je peux dire en quelques phrases qui fait partie de ma famille et qui sont mes amis. [split]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		Je peux dire quelques phrases de mon école et de ma classe. [22.2001-CZ-11]
Pre-A1		Pre-A1
Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance.	Relevant.	I can say what my name is, how old I am and where I live. [118.2010-SLO/6-10] (A1) I can give personal information (first and last name, address, telephone number, nationality, age, family, and hobbies). [86.2007-ARM/6-10] (A1) I can say who I am, where I live or where I go to school. [2012.R007-TUR/6-12] (A1) I can give such information as my age, my address, my telephone number and my nationality. [2012.R007-TUR/6-12] (A1)
Can say how he/she is feeling using simple words like 'happy,' 'tired,', accompanied by body language.	Relevant.	
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
A1		A1
Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	Relevant.	I can say what there is in the classroom or my bedroom. [118.2010-SLO/6-10] I can give simple instructions (teach a game to my classmates). [116.2010-POR/6-10]
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
A1		A1
Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	Relevant.	
Written Production		
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
A1		A1
Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	Relevant.	Can write about what they like doing in their free time, using words given to them. (YL-M CanDo) I can write something about myself (e.g. name, age and where I live). [118.2010-SLO/6-10] I can write my school timetable. [118.2010-SLO/6-10] I can write some information about my family: my mother, father, sister, brother, etc. [86.2007-ARM/6-10] I can write some information about my school and my class. [86.2007-ARM/6-10] I can write simple, short sentences about free-time activities, using given pictures and words, e.g. On Sundays I read. [94.2008-AUS/6-10] I can write simple, short sentences about seasonal activities using given pictures and words, e.g. In winter I go ice-skating. [94.2008-AUS/6-10] I can write about my clothing in simple, short sentences, using given pictures and words, e.g. I am wearing a green pullover. [94.2008-AUS/6-10] I can write about which food and drinks I like/dislike in simple, short sentences using given pictures and words, e.g. I like spaghetti. I don't like coffee. [94.2008-AUS/6-10]

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can write simple isolated phrases and sentences.	Relevant.	<p>Can write simple sentences, using words given to them. (YL-M CanDo)</p> <p>I can write a list (e.g. a shopping list). [118.2010-SLO/6-10]</p> <p>I can write my name, age and address, the days of the week, the months of the year, the seasons of the year, the colours, the shapes, pieces of clothes, food, names of jobs, some parts of the human body, some objects that I see or use every day, words that I have just read, names of countries or of different regions in the world, names of animals and plants, names of holidays and festivities, words related with the weather, short sentences with words that I already know. [116.2010-POR/6-10]</p> <p>I can write shopping lists (Christmas presents,...). [116.2010-POR/6-10]</p> <p>I can write simple instructions ("Don't touch"; "Close the door"). [116.2010-POR/6-10]</p> <p>I can write words for different foods and for the clothes we wear. [11.2001-IE/PRI]</p> <p>I can write words about weather. [11.2001-IE/PRI]</p> <p>I can draw a map of another country and copy or write the names of the places. [11.2001-IE/PRI]</p> <p>I can copy the names of the buildings in my area and write what happens in them. [11.2001-IE/PRI]</p> <p>I can write or copy simple words or symbols, e.g. personal information, where I live, how old I am, numbers, colours and objects... [70.2006-UK/PRI]</p> <p>I can write one or two short sentences and fill in the words in on a simple form, e.g. a shopping list, holiday greetings by e-mail or on a postcard... [70.2006-UK/PRI]</p> <p>I can write simple, everyday phrases and sentences. [86.2007-ARM/6-10]</p> <p>I can write simple, short sentences about school things, with the help of pictures and words, e.g. My pencil is yellow. [94.2008-AUS/6-10]</p> <p>I can write simple, short sentences about my work at school using given pictures and words, e.g. I am singing a song. [94.2008-AUS/6-10]</p> <p>I can write the date, e.g. Thursday, 16th October, 2011.</p> <p>I can write simple, short sentences about animals, using given pictures and words, e.g. A fish lives in the water. [94.2008-AUS/6-10]</p> <p>I can write about the weather in short, simple sentences using given pictures and words, e.g. It's raining today. [94.2008-AUS/6-10]</p> <p>I can write a simple, short shopping list, e.g. milk, bread, cheese, tomatoes. [94.2008-AUS/6-10]</p> <p>I can explain where someone or something can be found in simple, short sentences using given pictures and words, e.g. The T-shirt is in the bathroom. [94.2008-AUS/6-10]</p> <p>I can write a simple, short role-play, using given pictures and words, e.g. a conversation in a pet shop. [94.2008-AUS/6-10]</p> <p>I can write a simple, short story using given pictures and words, e.g. a story about school. [94.2008-AUS/6-10]</p> <p>I can write simple short dialogues. [2012.R007-TUR/6-12]</p> <p>I can copy words from the board. [11.2001-IE/PRI]</p> <p>I can copy words for colours and shapes from the board. [11.2001-IE/PRI]</p> <p>I can copy words about transport from the board. [11.2001-IE/PRI]</p> <p>I can copy the days of the week and the months of the year from the board. [11.2001-IE/PRI]</p>

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can copy words about different places from a map, poster or book. [11.2001-IE/PRI]</p> <p>I can copy words to label pictures of animals. [11.2001-IE/PRI]</p> <p>I can copy the names of the buildings in my area and write what happens in them. [11.2001-IE/PRI]</p> <p>Napišem ali prepisem preproste besede, na primer osnovne osebne podatke, kje živim, koliko sem star(a), števila, barve in predmeti ..., [118.2010-SLO/6-10]</p>
Pre-A1		Pre-A1
Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.	Relevant.	I can write some personal details: my first and last name, age, where I live, etc. [86.2007-ARM/6-10] (A1)
CREATIVE WRITING		CREATIVE WRITING
A1		A1
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	Relevant.	<p>I can write or copy words about the important places where I live. [11.2001-IE/PRI]</p> <p>I can write something about myself (e.g. name, age and where I live). [118.2010-SLO/6-10]</p> <p>I can write words and short sentences next to pictures. [118.2010-SLO/6-10]</p> <p>I can fill in the missing words in a short text. [118.2010-SLO/6-10]</p> <p>I can write or copy simple words or symbols, e.g. personal information, where I live, how old I am, numbers, colours and objects... [70.2006-UK/PRI]</p> <p>I can write simple phrases and sentences about myself and imaginary people. I can write about where the imaginary people live and what they do. [86.2007-ARM/6-10]</p> <p>I can write a simple and short description of a person using given pictures and words, e.g. My name is Thomas. I have blue eyes. [94.2008-AUS/6-10]</p> <p>I can write simple, short sentences about my work at school using given pictures and words, e.g. I am singing a song. [94.2008-AUS/6-10]</p> <p>I can write simple, short sentences about free-time activities, using given pictures and words, e.g. On Sundays I read. [94.2008-AUS/6-10]</p> <p>I can write simple, short sentences about the holidays using given pictures and words, e.g. In the winter holidays I am going skiing. [94.2008-AUS/6-10]</p> <p>I can write simple, short sentences about seasonal activities using given pictures and words, e.g. In winter I go ice-skating. [94.2008-AUS/6-10]</p> <p>I can write about which food and drinks I like/dislike in simple, short sentences using given pictures and words, e.g. I like spaghetti. I don't like coffee. [94.2008-AUS/6-10]</p> <p>I can write how I am, and what I'm doing in short and simple texts. [2012.R007-TUR/6-12]</p> <p>I can write a simple personal description about myself. [2012.R007-TUR/6-12]</p> <p>I can write simple sentences about my school, my family or where I live. [2012.R007-TUR/6-12]</p>
Can describe in very simple language what a room looks like.	Relevant.	
Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).	Relevant.	I can write about my clothing in simple, short sentences, using given pictures and words, e.g. I am wearing a green pullover. [94.2008-AUS/6-10]

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Production Strategies		
COMPENSATING		COMPENSATING
A1		A1
Can use gesture to support simple words in expressing a need.	Relevant.	I can replace words I do not know or have forgotten with simpler synonyms or describe with gestures, facial expression or other words. [86.2007-ARM/6-10] (NL) I can say what I want to buy in a store and, if necessary, make myself better understood by using gestures and facial expressions. [86.2007-ARM/6-10]
Pre-A1		
Can point to something and ask what it is.	Relevant.	
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
A1		A1
Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Relevant.	I can interact with people if they speak slowly and repeat the words I don't understand and then help me plan what I am trying to say. [86.2007-ARM/6-10] I can arrange to meet someone. Shall we meet at the swimming pool at 11 o'clock? [94.2008-AUS/6-10] I can work out and act out a simple and short role-play with others, e.g. a telephone conversation. [94.2008-AUS/6-10]
Pre-A1		Pre-A1
Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.	Relevant.	
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
A1		A1
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Relevant.	I can understand when my conversation partner introduces himself when he/she says his/her name, age and where he/she lives. [86.2007-ARM/6-10] I can understand when somebody introduces his/her family or friends to me, e.g. This is my mother. [94.2008-AUS/6-10] I can understand when someone tells me how he/she feels in simple, short sentences, e.g. Today I am fine. [94.2008-AUS/6-10] I can understand when somebody asks me for help using simple, short sentences, e.g. Can you help me, please? [94.2008-AUS/6-10] Can understand when somebody talks about their family or friends in simple sentences. (YL-M CanDo) I can understand very short conversations when people speak slowly and clearly. [86.2007-ARM/6-10]

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can understand when someone speaks about a free-time activity in simple, short sentences, e.g. I like to read. [94.2008-AUS/6-10]</p> <p>I can understand when somebody talks about his/her holidays using simple, short sentences, e.g. In the holidays I was in Italy. [94.2008-AUS/6-10]</p> <p>I can understand a range of familiar spoken phrases, e.g. basic phrases concerning myself, my family and school... [70.2006-UK/PRI]</p> <p>I can understand simple phrases and sentences concerning my family and my school. [2012.R007-TUR/6-12]</p>
<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>	<p>Relevant.</p>	<p>Can understand instructions given by the teacher in the classroom, such as 'You must do this', 'Take off your coats.' (YL-M CanDo)</p> <p>I can understand questions about myself. [11.2001-IE/PRI]</p> <p>I can understand when the teacher tells me to do something that I already know. [11.2001-IE/PRI]</p> <p>I can understand when my friends tell me how to play a game. [11.2001-IE/PRI]</p> <p>I can understand simple questions about myself (e.g. What's your name? What class are you in?). [118.2010-SLO/6-10]</p> <p>I can understand the teacher's instructions. [118.2010-SLO/6-10]</p> <p>I can understand questions about my name, age, and where I live. [86.2007-ARM/6-10]</p> <p>I can understand simple questions about myself, my family and my surroundings, when people speak slowly and clearly. [86.2007-ARM/6-10]</p> <p>I can understand when people ask me a simple question or ask for something when they speak slowly and clearly. [86.2007-ARM/6-10]</p> <p>I can understand when I am asked personal questions: my name, age and where I live. [86.2007-ARM/6-10]</p> <p>I can understand questions and instructions that the teacher says carefully and slowly to me. I can then answer the questions and follow the instructions. [86.2007-ARM/6-10]</p>
<p>Pre-A1</p>		<p>Pre-A1</p>
<p>Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.</p>	<p>Relevant.</p>	<p>I can understand familiar words and phrases (e.g. numbers, days of the week, colours, weather). [118.2010-SLO/6-10] (A1)</p> <p>When people talk to me slowly, I can understand the names of people, animals, objects, plants and flowers, parts of the body, food, clothes, days of the week, months of the year, seasons of the year, means of transport, holidays and festivities, jobs. [116.2010-POR/6-10] (A1)</p> <p>I can understand when I am told the time. [11.2001-IE/PRI] (A1)</p> <p>I can understand when people greet me, ask me how I am and say good-bye to me. [86.2007-ARM/6-10] (A1)</p> <p>I can understand simple instructions given by the teacher during the class ("Stand up", "Sit down", "Come in", "Go out", "Say", "Listen", "Give me the book", "Take it", etc.) [86.2007-ARM/6-10] (A1)</p> <p>I can understand common words and names of everyday objects that are in my everyday life. [86.2007-ARM/6-10] (A1)</p> <p>I can understand numbers, prices and the time. [86.2007-ARM/6-10] (A1)</p> <p>I can understand days of the week and months of the year. [86.2007-ARM/6-10] (A1)</p> <p>I can understand when someone says the price of an object, e.g. The book costs 10 €. [94.2008-AUS/6-10] (A1)</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can understand when somebody greets me or says good-bye, e.g. Good morning, children! [94.2008-AUS/6-10] (A1)</p> <p>I can understand simple, short instructions given by my teacher, e.g. Stand up, please! [94.2008-AUS/6-10] (A1)</p> <p>I can understand when someone says what time it is, e.g. It is half past four. [94.2008-AUS/6-10] (A1)</p> <p>I can understand the days of the week, months of the year and seasons in a spoken text, e.g. Monday, January, Spring. [94.2008-AUS/6-10] (A1)</p> <p>I can understand separate words frequently used in conversational phrases (e.g. greetings and farewell). [2012.R007-TUR/6-12] (A1)</p> <p>I can understand numbers and prices. [2012.R007-TUR/6-12] (A1)</p> <p>I can understand clock times, days, months and dates. [2012.R007-TUR/6-12] (A1)</p> <p>I can understand routine phrases such as "please" and "thank you." [2012.R007-TUR/6-12] (A1)</p> <p>I can understand simple classroom instructions such as "Sit down", "Wait", "Listen" [2012.R007-TUR/6-12] (A1)</p>
Can understand simple questions which directly concern him/her, for example about name, age and address, or similar things, if the person is asking slowly and clearly.	Relevant.	
Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated.	Relevant.	
CONVERSATION		CONVERSATION
A1		A1
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Relevant.	<p>I can understand when my conversation partner introduces himself when he/she says his/her name, age and where he/she lives. [86.2007-ARM/6-10]</p> <p>I can understand when somebody introduces his/her family or friends to me, e.g. This is my mother. [94.2008-AUS/6-10]</p> <p>I can understand when someone tells me how he/she feels in simple, short sentences, e.g. Today I am fine. [94.2008-AUS/6-10]</p> <p>I can understand when somebody asks me for help using simple, short sentences, e.g. Can you help me, please? [94.2008-AUS/6-10]</p>
Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Relevant.	<p>I can ask someone what they like or don't like. [118.2010-SLO/6-10]</p> <p>I can ask where someone lives, and say where I live. [118.2010-SLO/6-10]</p> <p>I can ask someone if they have brothers or sisters. [118.2010-SLO/6-10]</p> <p>I can ask and answer simple questions and talk about my interests, e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking with a friend about what we like to do and wear... [70.2006-UK/PRI]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can ask and answer simple, short questions about pets, e.g. My hamster's name is Hugo. What does your guinea pig eat? [94.2008-AUS/6-10]</p> <p>I can ask and answer questions about a person, family, and interests. [2012.R007-TUR/6-12]</p>
		<p>Sodelovati znam v preprostem pogovoru o stvareh, ki me zanimajo. Znam postavljati preprosta vprašanja in nanje odgovarjati, na primer: kdo si, koliko si star, kam hodiš v šolo, kje si doma; kateri šolski predmet ti je všeč, kateri ne, kateri šport ti je všeč, kaj rad ješ ... [118.2010-SLO/6-10]</p>
Can make an introduction and use basic greeting and leave-taking expressions.	Relevant.	<p>I can introduce myself and other people. [118.2010-SLO/6-10]</p> <p>I can greet and respond to a greeting. [118.2010-SLO/6-10]</p> <p>When someone talks to me clearly and slowly I can say my name, my age, where I live, my birthday. [116.2010-POR/6-10]</p> <p>I can say hello and goodbye to my teachers and classmates. [116.2010-POR/6-10]</p> <p>I can greet and say goodbye to an adult or my friend using the correct words to match a certain time of the day (e.g., "Hello," "Good morning," "Good afternoon," "Good evening," "Goodbye," "Have a nice trip," "See you tomorrow," etc.). [86.2007-ARM/6-10]</p> <p>I can introduce myself, say my name, and answer simple questions about myself if people speak slowly and clearly (e.g. "What's your name?" "How old are you?" "What grade are you in?", "How many brothers and sisters do you have?" etc.). [86.2007-ARM/6-10]</p> <p>I can introduce my friend: I can say his/her name, age, where he/she lives, what he/she likes to do. [86.2007-ARM/6-10]</p> <p>I can greet somebody and say good-bye in simple and short sentences, e.g. Good bye, Mr Miller! [94.2008-AUS/6-10]</p> <p>I can introduce myself and others in simple, short sentences, e.g. My name is Peter. I live in ... [94.2008-AUS/6-10]</p> <p>I can introduce somebody and can use basic greetings and leave taking expressions. [2012.R007-TUR/6-12]</p> <p>I can greet and farewell in different time slices of a day. [2012.R007-TUR/6-12]</p> <p>I can introduce myself, my family and my friends. [2012.R007-TUR/6-12]</p> <p>Je peux présenter moi-même, ma famille et mon ami. [22.2001-CZ-11] – ND</p> <p>Je peux saluer un adulte ou un ami à n'importe quelle heure du jour et prendre congé de quelqu'un. [22.2001-CZ-11] – ND</p>
Can ask how people are and react to news.	Relevant.	<p>Can ask somebody about how they are and what they like doing and answer similar questions. (YL-M CanDo)</p> <p>I can ask how someone is, and say how I am. [118.2010-SLO/6-10]</p> <p>I can talk about how I feel and also ask others how they feel in simple, short sentences, e.g. I am tired. How are you today? [94.2008-AUS/6-10]</p> <p>Je peux demander à quelqu'un comment il va et je peux répondre à des questions de ce type. [22.2001-CZ-11]</p>
Pre-A1		Pre-A1
Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	Relevant.	<p>I can apologise. I can say thank you. [118.2010-SLO/6-10] (A1)</p> <p>I can say please and thank you. [116.2010-POR/6-10] (A1)</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can apologize and thank someone. (Use words like "excuse me", "sorry", "thank you", etc.). [86.2007-ARM/6-10] (A1) I can give thanks and excuses by using simple sentences such as 'Thank you', 'Excuse me', 'Sorry', etc. [2012.R007-TUR/6-12] (A1)
Can recognise simple greetings.	Relevant.	
Can greet people, say his/her name and take leave of them.	Relevant.	I can ask someone's name, and I can say my name. [118.2010-SLO/6-10]
INFORMAL DISCUSSION (with friends)		INFORMAL DISCUSSION (with friends)
A1		A1
Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	Relevant.	Can agree or disagree with someone, using phrases such as 'I think so', 'You are right', 'I don't think so'. (YL-M CanDo) I can ask someone what they like or don't like. [118.2010-SLO/6-10] I can say what food and clothes I like and don't like. [11.2001-IE/PRI] I can ask and answer simple questions and talk about my interests, e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking with a friend about what we like to do and wear... [70.2006-UK/PRI] I can ask my classmates simple, short questions, e.g. What is your favourite colour? [94.2008-AUS/6-10] I can ask and answer simple, short questions about a free-time activity, e.g. I like to go to the cinema. What do you like to do the most? [94.2008-AUS/6-10] I can have simple daily conversations on what I like and dislike. [2012.R007-TUR/6-12]
GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)		GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)
A1		A1
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Relevant.	Can understand instructions given by the teacher in the classroom, such as 'You must do this', 'Take off your coats.' (YL-M CanDo) I can understand the teacher's instructions. [118.2010-SLO/6-10] I can understand when the teacher tells me to do something that I already know. [11.2001-IE/PRI] I can understand when my friends tell me how to play a game. [11.2001-IE/PRI] I can find colours, shapes and opposites in the classroom. [11.2001-IE/PRI] I can understand questions and instructions that the teacher says carefully and slowly to me. I can then answer the questions and follow the instructions. [86.2007-ARM/6-10]
Can act on basic instructions that involve times, locations, numbers etc.	Relevant.	I can understand instructions that include colours, shapes or opposites. [11.2001-IE/PRI] (A2) I can understand when somebody who is helping me tells me what to do. [11.2001-IE/PRI] (A2)
Can ask people for things, and give people things.	Relevant.	I can ask for something. [118.2010-SLO/6-10] I can make and reply to simple requests. [116.2010-POR/6-10] I can borrow school material. [116.2010-POR/6-10]

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can tell the teacher if I need something. [11.2001-IE/PRI]</p> <p>I can ask for things in the classroom. [11.2001-IE/PRI]</p> <p>I can ask my conversation partner to give me this or that thing and understand what he/she asks for. [86.2007-ARM/6-10]</p> <p>I can ask people for things, and give people things when I am asked to. [86.2007-ARM/6-10]</p> <p>I can ask someone to play a game with me, e.g. Will you play catch with me? [94.2008-AUS/6-10]</p> <p>I can ask for and can give things. [2012.R007-TUR/6-12]</p> <p>Je peux demander quelque chose et j'en peux remercier. [22.2001-CZ-11]</p>
OBTAINING GOODS AND SERVICES		OBTAINING GOODS & SERVICES
A1		A1
Can ask people for things and give people things.	Relevant.	<p>I can ask for something. [118.2010-SLO/6-10]</p> <p>I can make and reply to simple requests. [116.2010-POR/6-10]</p> <p>I can ask for things in shops and ask how much they cost. [11.2001-IE/PRI]</p> <p>I can ask people for things, and give people things when I am asked to. [86.2007-ARM/6-10]</p> <p>I can say what I want to buy in a store and, if necessary, make myself better understood by using gestures and facial expressions. [86.2007-ARM/6-10]</p> <p>I can ask for and can give things. [2012.R007-TUR/6-12]</p> <p>Je peux demander quelque chose et j'en peux remercier. [22.2001-CZ-11]</p>
Can ask for food and drink using basic expressions.	Relevant.	<p>I can name some foods and drinks.[118.2010-SLO/6-10]</p> <p>I can ask for food and drinks and say thank you, e.g. Cake and juice, please! [94.2008-AUS/6-10]</p>
Can handle numbers, quantities, cost and time.	Relevant.	<p>Can ask questions and use fixed expressions such as 'How much is/are...?', 'What's the matter?', 'I'm good at...'. (YL-M CanDo)</p> <p>I can count to 20. [118.2010-SLO/6-10]</p> <p>I can count to 20. [116.2010-POR/6-10]</p> <p>I can use numbers, quantity, prices and time, size (by resorting to mime if necessary). [116.2010-POR/6-10]</p>
Pre-A1		Pre-A1
Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.	Relevant.	I can make simple purchases through pointing to objects or using gestures. [2012.R007-TUR/6-12] (A1)
INFORMATION EXCHANGE		INFORMATION EXCHANGE
A1		A1
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Relevant.	<p>I can understand simple questions about myself (e.g. What's your name? What class are you in?). [118.2010-SLO/6-10]</p> <p>Can understand instructions given by the teacher in the classroom, such as 'You must do this', 'Take off your coats.' (YL-M CanDo)</p>

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can understand the teacher's instructions. [118.2010-SLO/6-10]</p> <p>I can understand questions about myself. [11.2001-IE/PRI]</p> <p>I can understand when the teacher tells me to do something that I already know. [11.2001-IE/PRI]</p> <p>I can understand when my friends tell me how to play a game. [11.2001-IE/PRI]</p> <p>I can understand questions about my name, age, and where I live. [86.2007-ARM/6-10]</p> <p>I can understand simple questions about myself, my family and my surroundings, when people speak slowly and clearly. [86.2007-ARM/6-10]</p> <p>I can understand when people ask me a simple question or ask for something when they speak slowly and clearly. [86.2007-ARM/6-10]</p> <p>I can understand when I am asked personal questions: my name, age and where I live. [86.2007-ARM/6-10]</p> <p>I can understand questions and instructions that the teacher says carefully and slowly to me. I can then answer the questions and follow the instructions... [86.2007-ARM/6-10]</p> <p>I can ask for directions and give directions in simple, short sentences, e.g. How do I get to the train station? [94.2008-AUS/6-10]</p>
<p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p>	<p>Relevant.</p>	<p>Can ask questions and use fixed expressions, such as 'How much is/are...?', 'What's the matter?', 'I'm good at...'. (YL-M CanDo)</p> <p>Can ask questions about school activities, for example classroom tasks, homework, holidays. (YL-M CanDo)</p> <p>I can ask and answer simple questions, such as "What is your name?" "How old are you?", "Where do you live?", "What do you like?", etc. [86.2007-ARM/6-10]</p> <p>I can ask somebody for help if I am worried or lost. [11.2001-IE/PRI]</p> <p>I can answer simple questions about the weather. [11.2001-IE/PRI]</p> <p>I can answer simple questions about what I do on different days. [11.2001-IE/PRI]</p> <p>I can answer questions about keeping a pet. [11.2001-IE/PRI]</p> <p>I can ask and answer simple questions and talk about my interests, e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking with a friend about what we like to do and wear... [70.2006-UK/PRI]</p> <p>I can ask and answer simple questions on topics I know something about. [86.2007-ARM/6-10]</p> <p>I can ask and answer simple, short questions about pets, e.g. My hamster's name is Hugo. What does your guinea pig eat? [94.2008-AUS/6-10]</p> <p>I can ask about the weather and talk about it, e.g. What is the weather like today? [94.2008-AUS/6-10]</p> <p>I can ask and explain where someone or something can be found in simple, short sentences, e.g. Where is the blue ball? [94.2008-AUS/6-10]</p> <p>I can ask and answer questions about a familiar story in simple, short sentences, e.g. questions about a story in a children's book [94.2008-AUS/6-10]</p> <p>I can exchange ideas on numbers, quantities, costs, clock times, days, months and years. [2012.R007-TUR/6-12]</p>

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can ask and answer questions about a person, family, and interests. [2012.R007-TUR/6-12]
		Znam odgovoriti na preprosta vprašanja o sebi. V odgovorih z besedo, besedno zvezo ali preprosto povedjo posredujem osnovne informacije o sebi, na primer, kje živim, kdo so člani moje družine, ali imam hišnega ljubljjenca, kateredmete se ucim v šoli ...; [118.2010-SLO/6-10]
Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	Relevant.	<p>I can ask where someone lives, and say where I live. [118.2010-SLO/6-10]</p> <p>I can ask someone if they have brothers or sisters. [118.2010-SLO/6-10]</p> <p>I can ask someone what they like or don't like. [118.2010-SLO/6-10]</p> <p>I can answer some questions about myself and my family and say if I like something. [11.2001-IE/PRI]</p> <p>I can give my name and address and the name of my school to a person who is helping me. [11.2001-IE/PRI]</p> <p>I can answer some questions about where I live. [11.2001-IE/PRI]</p> <p>I can answer some questions about where my family came from. [11.2001-IE/PRI]</p> <p>I can answer questions about where I have been in my area. [11.2001-IE/PRI]</p> <p>I can answer simple questions and give basic information, e.g. about the weather; where I live; whether I have brothers or sisters, or a pet... [70.2006-UK/PRI]</p> <p>I can introduce myself, say my name, and answer simple questions about myself if people speak slowly and clearly (e.g. "What's your name?" "How old are you?" "What grade are you in?", "How many brothers and sisters do you have?" etc.). [86.2007-ARM/6-10]</p> <p>I can ask and answer simple questions, such as "What is your name?" "How old are you?", "Where do you live?", "What do you like?", etc.. [86.2007-ARM/6-10]</p> <p>I can ask my friends where they live, people they know, things they have, and the like, and can answer such questions. [2012.R007-TUR/6-12]</p>
		Je peux demander à quelqu'un quel est son nom et son lieu d'habitation. Je peux répondre à des questions de ce type. [22.2001-CZ-11]
Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	Relevant.	I can indicate the month, day, and time (next week, last Friday, in November, at three o'clock). [86.2007-ARM/6-10]
Can express numbers, quantities and cost in a limited way.	Relevant.	<p>I can count to 20. [118.2010-SLO/6-10]</p> <p>I can count to 20. [116.2010-POR/6-10]</p> <p>I can use numbers, quantity, prices and time, size (by resorting to mime if necessary). [116.2010-POR/6-10]</p>
Can name the colour of clothes or other familiar objects and can ask the colour of such objects.	Relevant.	I can answer questions about the colours I am wearing. [11.2001-IE/PRI]
Pre-A1		Pre-A1
Can ask and tell day, time of day and date.	Relevant.	<p>I can say which season, month or day it is, and what the time is. [118.2010-SLO/6-10]</p> <p>I can name the days of the week and the months of the year. [11.2001-IE/PRI]</p> <p>I can ask and answer questions about the date and the time, e.g. Today is Tuesday, 3rd June 2011. What's the time, please? [94.2008-AUS/6-10] (A1)</p>
Can tell people his/her name and ask other people their name.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can use and understand simple numbers in everyday conversations.	Relevant.	
Can ask for and give a date of birth.	Relevant.	
Can ask for and give a phone number.	Relevant.	
Can say and ask people about their age.	Relevant.	
Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.	Relevant.	
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
A1		A1
Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	Relevant.	I can ask and answer simple questions and talk about my interests, e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking with a friend about what we like to do and wear... [70.2006-UK/PRI]
Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message.	Relevant.	
Written Interaction		
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
A1		A1
Can ask for or pass on personal details in written form.	Relevant.	
Pre-A1		Pre-A1
Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary.	Relevant.	
CORRESPONDENCE		CORRESPONDENCE
A1		A1
Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary.	Relevant.	Can write a short message on a postcard or in an email. (YL-F CanDo) I can write an invitation to a birthday party. [118.2010-SLO/6-10] I can write notices, invitations, simple messages (e.g. there will be a party at school tomorrow). [116.2010-POR/6-10] I can write short congratulation messages to my friend, parents, teacher, etc., such as Happy New Year and Happy Birthday. [86.2007-ARM/6-10] I can write simple text messages and e-mails to my friends. [2012.R007-TUR/6-12] I can write short messages for a birthday , new year and feasts. [2012.R007-TUR/6-12]

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		Napišem besedno zvezo ali kratko poved, na primer nakupovalni seznam za trgovino, pocitniški pozdrav, kratko e-sporočilo; dopolnim preprost obrazec z osebnimi podatki ...; [118.2010-SLO/6-10] Napišem nekaj povedi s pomočjo predloge ali vzorca, na primer razglednico, opombo ob slicici, kratko sporočilo, vabilo na rojstni dan ... [118.2010-SLO/6-10]
Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.		
Can write a short, simple postcard.	Relevant.	I can write a short, simple postcard. [118.2010-SLO/6-10] I can write words and short sentences next to pictures. [118.2010-SLO/6-10] I can write one or two short sentences and fill in the words in on a simple form, e.g. a shopping list, holiday greetings by e-mail or on a postcard... [70.2006-UK/PRI] I can write two to three short sentences using reference materials/with the support of a peer, e.g. a postcard, a simple note or message, an identity card... [70.2006-UK/PRI] I can write a simple, short message on a postcard or an invitation, e.g. an invitation to a party. [94.2008-AUS/6-10]
Pre-A1		Pre-A1
Can write short phrases and sentences giving basic personal information with reference to a dictionary.	Relevant.	
NOTES, MESSAGES AND FORMS		NOTES, MESSAGES AND FORMS
A1		A1
Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	Relevant.	I can write one or two short sentences and fill in the words on a simple form, e.g. a shopping list, holiday greetings by e-mail or on a postcard... [70.2006-UK/PRI] I can fill in simple personal forms about my school, my age, my country and my address. [2012.R007-TUR/6-12] Dans un questionnaire, je peux remplir mon nom, mon domicile et mon âge. [22.2001-CZ-11]
Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.').	Relevant.	I can write notices, invitations, simple messages (e.g. there will be a party at school tomorrow). [116.2010-POR/6-10] I can write two to three short sentences using reference materials/with the support of a peer, e.g. a postcard, a simple note or message, an identity card... [70.2006-UK/PRI] I can write a simple short note to my friends about where to meet. [2012.R007-TUR/6-12]
Pre-A1		Pre-A1
Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.	Relevant.	I can fill in a simple form (name, address, age). [118.2010-SLO/6-10] I can write my school timetable. [118.2010-SLO/6-10]

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
A1		A1
Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	Relevant.	
Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.	Relevant.	
Pre-A1		Pre-A1
Can post simple online greetings, using basic formulaic expressions and emoticons.		
Can post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.	Relevant.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
A1		A1
Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).	Relevant.	
Pre-A1		Pre-A1
Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.	Relevant.	
Interaction Strategies		
ASKING FOR CLARIFICATION		ASKING FOR CLARIFICATION
A1		A1
Can indicate with words, intonation and gestures that he/she does not understand.	Relevant.	
Can express in a simple way that he/she does not understand.	Relevant.	I can say that I don't understand. [118.2010-SLO/6-10]

Mediation Activities		
OVERALL MEDIATION		
A1		
Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.	Relevant.	
Pre-A1		
No descriptor available		
Mediating a text		
RELAYING SPECIFIC INFORMATION IN SPEECH		
A1		
Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).	Relevant.	
Pre-A1		
Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly.	Relevant.	
Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).	Relevant.	
RELAYING SPECIFIC INFORMATION IN WRITING		
A1		
Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.	Relevant.	
Pre-A1		
Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.	Relevant.	
PROCESSING TEXT IN SPEECH		
A1		
Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).		
Pre-A1		
No descriptor available		

Levels Pre-A1 / A1

CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
PROCESSING TEXT IN WRITING		
A1		
Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.	Relevant.	
Can copy out single words and short texts presented in standard printed format.	Relevant.	
Pre-A1		
No descriptor available		
TRANSLATING A WRITTEN TEXT IN SPEECH		
A1		
Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.	Relevant.	
Pre-A1		
No descriptor available		
TRANSLATING A WRITTEN TEXT IN WRITING		
A1		
Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.	Relevant.	
Pre-A1		
No descriptor available		
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)		
A1		
Can use simple words and phrases to say how a work made him/her feel.	Relevant.	
Pre-A1		
No descriptor available.		

Mediating Concepts		
<i>Collaborating in a group</i>		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
A1		
Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	Relevant.	
Pre-A1		
No descriptor available		
COLLABORATING TO CONSTRUCT MEANING		
A1		
Can express an idea with very simple words and ask what others' think.	Relevant.	
Pre-A1		
No descriptor available		
<i>Leading group work</i>		
ENCOURAGING CONCEPTUAL TALK		
A1		
Can use simple isolated words and non-verbal signals to show interest in an idea.	Relevant.	
Pre-A1		
No descriptor available		
Mediating Communication		
FACILITATING PLURICULTURAL SPACE		
A1		
Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Pre-A1		
No descriptor available		
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (with friends and colleagues)		
A1		
Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Pre-A1		
No descriptor available		
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
A1		
Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?" to indicate sympathy.	Relevant.	
Pre-A1		
No descriptor available		
Communicative Language Competences		
Linguistic		
GENERAL LINGUISTIC RANGE		
A1		A1
Has a very basic range of simple expressions about personal details and needs of a concrete type.	Relevant.	
Can use some basic structures in one-clause sentences with some omission or reduction of elements.	Relevant.	
Pre-A1		Pre-A1
Can use isolated words and basic expressions in order to give simple information about him/herself.	Relevant.	
VOCABULARY RANGE		VOCABULARY RANGE
A1		A1
Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	Relevant.	<p>I can understand some short sentences with names of people, animals, objects, plants and flowers, parts of the body, food, clothes, days of the week, months of the year, seasons of the year, means of transport, holidays and festivities, jobs. [116.2010-POR/6-10]</p> <p>I can identify figures, shapes, colours, time – the hours, prices. [116.2010-POR/6-10]</p> <p>With the help of pictures I can read the names of countries or different regions in the world, animals and plants, holidays and festivities. [116.2010-POR/6-10]</p> <p>I can understand the words for people who help us. [11.2001-IE/PRI]</p> <p>I can understand the words for different types of weather. [11.2001-IE/PRI]</p> <p>I can understand the main words about travelling. [11.2001-IE/PRI]</p> <p>I can understand the words for the holidays and festivals during the school year. [11.2001-IE/PRI]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		<p>I can understand the names for people who work and live in my town or area. [11.2001-IE/PRI]</p> <p>I can understand the days of the week. [11.2001-IE/PRI]</p> <p>I can understand when I am told the time. [11.2001-IE/PRI]</p> <p>I can recognise the names of other countries in the world. [11.2001-IE/PRI]</p> <p>I can understand the names of some animals and plants. [11.2001-IE/PRI]</p> <p>I can understand the words for the main places in the town or village where I live. [11.2001-IE/PRI]</p> <p>I can understand common words and names of everyday objects that are in my everyday life. [86.2007-ARM/6-10]</p> <p>I can understand days of the week and months of the year. [86.2007-ARM/6-10]</p> <p>I can understand some geographical names. [86.2007-ARM/6-10]</p> <p>I can read and understand words and short phrases I frequently come across at school or in the classroom (such as: headmaster, book, teachers' room, library, etc.). [86.2007-ARM/6-10]</p> <p>I can understand the names of clothes I wear to school and the food that I eat in school. [11.2001-IE/PRI]</p> <p>I can understand the words for colours and shapes. [11.2001-IE/PRI]</p> <p>I can identify names of shops or places (chemist's, baker's, school, post office, football field, ...) [116.2010-POR/6-10]</p> <p>I can name some animals. [118.2010-SLO/6-10]</p> <p>I can count to 20. [118.2010-SLO/6-10]</p> <p>I can count to 20. [116.2010-POR/6-10]</p> <p>I can name some foods and drinks. [118.2010-SLO/6-10]</p> <p>I can tell the names of the colours, some food, some animals, some of the objects in my house, some of the objects in my classroom, some of my favourite places, shops and places I usually visit. [116.2010-POR/6-10]</p> <p>I can say the schooldays, the food I like or dislike, what the weather is like, the main parts of the body, some means of transport. [116.2010-POR/6-10]</p> <p>I can write words for different foods and for the clothes we wear. [11.2001-IE/PRI]</p> <p>I can say the words for the seasons and for the weather in different seasons. [11.2001-IE/PRI]</p> <p>I can name the days of the week and the months of the year. [11.2001-IE/PRI]</p> <p>I can tell the names of all the animals I know. [11.2001-IE/PRI]</p> <p>I can give the names of the buildings in my area. [11.2001-IE/PRI]</p>
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
A1		A1
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Relevant.	I can write short sentences with words that I already know. [116.2010-POR/6-10]
Pre-A1		Pre-A1
Can employ very simple principles of word order in short statements.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
OVERALL PHONOLOGICAL CONTROL		OVERALL PHONOLOGICAL CONTROL
A1		A1
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	Relevant.	
SOUND ARTICULATION		SOUND ARTICULATION
A1		A1
Can reproduce sounds in the target language if carefully guided.	Relevant.	
Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	Relevant.	
PROSODIC FEATURES		PROSODIC FEATURES
A1		A1
Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.	Relevant.	
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
A1		A1
Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	Relevant.	<p>I can copy simple words and short sentences. [118.2010-SLO/6-10]</p> <p>I can copy words and short sentences. [116.2010-POR/6-10]</p> <p>I can copy words from the board. [11.2001-IE/PRI]</p> <p>I can copy words for colours and shapes from the board. [11.2001-IE/PRI]</p> <p>I can copy some sentences about people who help. [11.2001-IE/PRI]</p> <p>I can copy words about transport from the board. [11.2001-IE/PRI]</p> <p>I can copy sentences about seasons and festivals from the board. [11.2001-IE/PRI]</p> <p>I can write or copy words about the important places where I live. [11.2001-IE/PRI]</p> <p>I can copy the days of the week and the months of the year from the board. [11.2001-IE/PRI]</p> <p>I can copy words about different places from a map, poster or book. [11.2001-IE/PRI]</p> <p>I can draw a map of another country and copy or write the names of the places. [11.2001-IE/PRI]</p> <p>I can copy words to label pictures of animals. [11.2001-IE/PRI]</p> <p>I can copy the names of the buildings in my area and write what happens in them. [11.2001-IE/PRI]</p> <p>I can copy words and sentences, e.g. from diagrams or instructions. [86.2007-ARM/6-10]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can copy words, separate sentences, short texts and poems from the textbook without making mistakes. [86.2007-ARM/6-10]
Can spell his/her address, nationality and other personal details.	Relevant.	I can spell words, and give dates and addresses. [2012.R007-TUR/6-12]
Can use basic punctuation (e.g. full stops, question marks).	Relevant.	
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
A1		A1
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	Relevant.	<p>I can introduce myself and other people. [118.2010-SLO/6-10]</p> <p>I can greet and respond to a greeting. [118.2010-SLO/6-10]</p> <p>I can apologise. I can say thank you. [118.2010-SLO/6-10]</p> <p>I can say please and thank you. [116.2010-POR/6-10]</p> <p>I can say hello and goodbye to my teachers and classmates. [116.2010-POR/6-10]</p> <p>I can ask for permission (to leave the classroom, to go to the toilet, to speak in the classroom). [116.2010-POR/6-10]</p> <p>I can make and reply to simple requests. [116.2010-POR/6-10]</p> <p>I can ask permission to go to the toilet. [11.2001-IE/PRI]</p> <p>I can greet and say goodbye to an adult or my friend using the correct words to match a certain time of the day (e.g., "Hello," "Good morning," "Good afternoon," "Good evening," "Goodbye," "Have a nice trip," "See you tomorrow," etc.). [86.2007-ARM/6-10]</p> <p>I can apologize and thank someone. (Use words like "excuse me", "sorry", "thank you", etc.). [86.2007-ARM/6-10]</p> <p>I can introduce my friend: I can say his/her name, age, where he/she lives, what he/she likes to do. [86.2007-ARM/6-10]</p> <p>I can greet somebody and say good-bye in simple and short sentences, e.g. Good bye, Mr Miller! [94.2008-AUS/6-10]</p> <p>I can ask my teacher for something and say thank you, e.g. May I open the door? [94.2008-AUS/6-10]</p> <p>I can introduce myself and others in simple, short sentences, e.g. My name is Peter. I live in ... [94.2008-AUS/6-10]</p> <p>I can introduce somebody and can use basic greetings and leave taking expressions. [2012.R007-TUR/6-12]</p> <p>I can ask for and can give things. [2012.R007-TUR/6-12]</p> <p>I can greet and farewell in different time slices of a day. [2012.R007-TUR/6-12]</p> <p>I can introduce myself, my family and my friends. [2012.R007-TUR/6-12]</p> <p>I can give thanks and excuses by using simple sentences such as 'Thank you', 'Excuse me', 'Sorry', etc. [2012.R007-TUR/6-12]</p>

Pragmatic		
COHERENCE AND COHESION		COHERENCE AND COHESION
A1		A1
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	Relevant.	
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
A1		A1
Can communicate basic information about personal details and needs of a concrete type in a simple way.	Relevant.	
Pre-A1		Pre-A1
Can communicate very basic information about personal details in a simple way.	Relevant.	
SPOKEN FLUENCY		SPOKEN FLUENCY
A1		A1
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Relevant.	
Pre-A1		Pre-A1
Can manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.	Relevant.	
Plurilingual and Pluricultural Competences		
BUILDING ON PLURICULTURAL REPERTOIRE		
A1		A1
Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.	Relevant.	
PLURILINGUAL COMPREHENSION		PLURILINGUAL COMPREHENSION
A1		A1
Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to: deduce the meaning of simple signs and notices; identify the probable message of a short, simple, written text; follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary.	Relevant.	

Levels Pre-A1 / A1		
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BUILDING ON PLURILINGUAL REPERTOIRE		BUILDING ON PLURILINGUAL REPERTOIRE
A1		A1
Can use a very limited repertoire in <u>different languages</u> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.	Relevant.	