IBCP Language Portfolio

Core Requirement for the
International Baccalaureate Career-Related Programme

WORLD SCHOOL® ib

Name	
Student ID	
Year of Graduation	

Start Date	Target Language *(Language of Study)*	Option Chosen *(circle)* A B C D
Completion Due Date May 1, 20__ *(or before)*	Language Mentor Name:	
IBCP Coordinator: Brionna Harder, Room 165 (Office)		

INTRODUCTION

The study of an additional language, as part of the IBCP Core, adds to international and cultural understanding. By studying the language of a people, you become aware of the similarities and differences between cultures, and through this, respect and appreciate others. In addition, language development fosters an awareness of how language is used in everyday life and in your chosen career area, while it promotes the skills for lifelong learning.

MEETING THE REQUIREMENT FOR LANGUAGE DEVELOPMENT FOR THE IBCP CORE:
There are many ways by which you can meet the IBCP Core requirement for Language Development. All options require the completion of a Language Portfolio, something you will complete independently with the guidance and support of your chosen Language Development Mentor.

OPTION A: **Take an IB Diploma Programme Language B Course as one of required two IB DP courses**
Option A involves you enrolling in and completing all of the requirements (including all internal and external assessments) for one of the IB Diploma Programme Language B courses available at your school. This option requires previous study of the language during the 9th and 10th grade. In addition to taking the IB DP Language B course, you strengthen your Language B development through 50 or more additional hours of language enrichment (see Part II Menu of Tasks and Experiences). As with all Language Development Options, Option A students must complete a Language Portfolio and development of the language must occur over the two years of the programme.

OPTION B: **Take an IB Diploma Programme Language B Course as an IB DP course beyond the required minimum of two IB DP courses**
Like Option A, Option B involves you enrolling in and completing all of the requirements (including all internal and external assessments) for one of the IB Diploma Programme Language B courses available at your school. This option requires previous study of the language during the 9th and 10th grade. Unlike Option A, Option B does **not** require 50 or more additional hours of language enrichment. As with all Language Development Options, Option B students must complete a Language Portfolio and development of the language must occur over the two years of the programme.

OPTION C: **Take a Language course available at your school that is not an IB Diploma Programme course**
Option C students take another language course available within the school, one that is not an IB Diploma Programme course. Like Option B, however, Option C does not require 50 or more hours of language enrichment. As with all Language Development Options, Option C students must complete a Language Portfolio and development of the language must occur over the two years of the programme.

OPTION D: **Self-Study of a Language**
Option D students must study a target language on their own, involving 50 or more hours of language development through approved events, activities and experiences specifically related to your chosen career area of interest (see Part II Menu of Tasks and Experiences). You will choose a mentor for your target language, and your progress will be monitored by periodic "check-in" meetings with the IBCP Coordinator. However, the responsibility for completing the tasks will be on you, the learner. As with all Language Development Options, Option D students must complete a Language Portfolio, and development of the language must occur over the two years of the programme.

SUMMARY OF IBCP LANGUAGE DEVELOPMENT OPTIONS

Option	Recommended for:	How Option Meets the IBCP Language Development Requirement
A – IB DP Language B Course: One of Two IB DP courses required	Students who have previous study of the IB Language B language	- Enrollment in IB DP Language B course available at school over the two years of the programme (includes completion of all internal and external assessments) - Completion of 50 or more hours of Language Development Enrichment (see Part II Menu of Tasks and Experiences). - Completion of Language Portfolio
B – IB DP Language B Course: An additional IBCP subject	Students who have previous study of the IB Language B language	- Enrollment in IB DP Language B course available at school over the two years of the programme (includes completion of all internal and external assessments) - Completion of Language Portfolio *NOTE: Student must have a minimum of two other IB DP courses attached to their IB Career-Related Certificate pathway.*
C – Language Course Available at School	Students who have no previous language study or wish to study a different language	- Enrollment in an available Language course available at school over the two years of the programme - Completion of Language Portfolio
D – Self-Study of a Language	Students who wish to study a language not available at the school or have schedule constraints that require flexibility.	- Work with an approved Language Mentor over the two years of the programme - Completion of 50 or more hours of Language Development Enrichment (see Part II Menu of Tasks and Experiences) - Completion of Language Portfolio

All IBCP students must carefully plan for which Language Development Option they will choose with the IBCP Coordinator upon registration for the programme. All Language Development Options should allow IBCP students an opportunity to connect the development of language to their career-related studies.

In most instances, Language Mentors will be instructors at the school, often the teacher of the course. For Option D (Self-Study) students, Language Mentors may be other staff in the school or approved, trained members of the community. If you are considering a Language Mentor outside of the school building, work with the IBCP coordinator to arrange the necessary training and support.

WHY WE DEVELOP LANGUAGE THROUGH THE LANGUAGE DEVELOPMENT REQUIREMENT:
Language development enables students to understand and use a language they have studied in a specific career-related and often local context. The development of a language encourages an awareness and appreciation of the different perspectives of people from other cultures, while providing opportunities for enjoyment, creativity, intellectual stimulation and community-building.

Additionally, in the IBCP, we focus on the ***Personal and Professional Skills (PPS)*** curriculum. Language development utilizes as well as strengthens each of the five PPS themes:

> **THINKING PROCESSES:** the areas of thinking (critical, creative, lateral and problem solving) all are directly applied when you learn and engage in language development

INTERCULTURAL UNDERSTANDING: Language is the basis for appreciation of culture, and the people who use that language

COMMUNICATION: Being able to read, write and speak in another language than your own broadens your skills in this area

PERSONAL DEVELOPMENT: Learning to manage your time and resources, to take the initiative with community members, to self-monitor your learning, and reflect on your journey are all skills that will aid in making you a more skillful self-reliant individual

APPLIED ETHICS: Exploring values and attitudes that apply to the real world by strengthening understanding of ethics within one's own culture and language as well as within the cultures and languages of others.

Finally, language development also provides students with a basis for further study of the language for work, leisure and personal enjoyment.

HOW LANGUAGE DEVELOPMENT IS EVALUATED:
The IBCP Coordinator, along with your Language Mentor, will evaluate the Language Portfolio which guides the IBCP students through the expectations of Language Development. **All Language Development work must be done between September of the junior (11th grade) year, and May of the senior (12th grade).** The IBCP Coordinator provides IBCP students with a final due date for Language Portfolio submission.   You, however, must manage the time and work to meet the deadlines.

ARE YOU COMPLETING YOUR LANGUAGE PORTFOLIO HONESTLY?
IBCP students must exercise academic honesty in all of their work, including the Language Portfolio, and avoid academic malpractice. Malpractice is defined as any behavior that allows a student to gain an unfair advantage in their academic work.

EXAMPLES OF ACADEMIC MALPRACTICE:
- Plagiarism—presenting the ideas or work of another person as your own
- Collusion—helping another student get an unfair advantage, such as allowing someone to copy your work
- Duplication of Work—submitting the same work for IB credit for more than one assessment or requirement (Ex: using an IB French assignment for your IB Language Portfolio hours)
- Disclosing or Receiving Information—giving out or accepting information about an IB Exam
- Misrepresentation—breaking the rules for naming a Mentor, claiming that a Language Development task took more hours to complete than it actually did.

IBCP students are expected to conduct themselves with **INTEGRITY** by:
- Being truthful about volunteer or service learning hours, and time spent on the Language Development Portfolio;
- Completing reports and reflections on activities honestly and authentically;
- Crediting all sources of information, including websites;
- Creating original work, not imitating or copying the work of others.

Contract with CP Language Development Mentor

The study of an additional language, as part of the CP Core, adds to international and cultural understanding. By studying the language of a people, you become aware of the similarities and differences between cultures, and through this, respect and appreciate others. Additionally, language development fosters an awareness of how language is used in everyday life and in your chosen career area, while promoting skills of lifelong learning.

There are many ways by which you can meet the CP Core requirement for Language Development. **All options require the completion of a Language Development Portfolio, something you will complete independently with the guidance and support of your chosen Language Development Mentor.** The Language Development Portfolio enables students to reflect on their learning and chart their progress in developing language skills and intercultural experiences. The language portfolio is a private document for the student to reflect on their learning, required but not assessed, and plays a vital role in helping a student to understand their level of language competency, reflect on their language learning and intercultural skills and provide evidence of developed language skills. Updated regularly over the two years of the CP, the language development portfolio is an important part of both their academic studies as well as their preparation for further study or use of the language in their career. Students may complete this portfolio by paper documents or through the creation of an electronic folder or efolio.

CANDIDATE STATEMENT

I agree to work with _____*, my Language Development Mentor, on my Language Development Portfolio to meet the requirements of the IB Career-related Programme. I will remain in ongoing contact (at least once per academic quarter) with my Language Development Mentor, ask for support from my Mentor as I engage in Language Development activities and create my portfolio and reflect on my experiences with my Language Development Mentor no later than April 15th of my senior year.*

_____   _____

Candidate signature   Date

MENTOR AGREEMENT

I agree to work with _____ *as their Language Development Mentor while they engage in Language Development activities and create Language Development Portfolio to meet the requirements of the IB Career-related Programme. I will meet with my mentee as they request and I am able (at least once per academic quarter), provide support for my mentee as they engage in Language Development activities and create their portfolio and reflect on their experiences with my Language Development Mentee no later than April 15th of their senior year.*

_____   _____

Mentor signature   Date

Please submit this contract signed by both the CP candidate and the Language Development Mentor to the CP Coordinator in a prompt manner. The CP Coordinator will make copies of this document, returning the original to the CP candidate and a copy to the Language Development Mentor. This contract should be included in the Language Development Portfolio as evidence of engagement in the process.

CHECK IN MEETINGS: Anticipate between 3–5 hours of meeting time over the two years of the programme.

Expectations of the CP Candidate/Language Development Mentee	Expectations of the Language Development Mentor
• Seek out an appropriate Language Development Mentor and establish commitment to the work at the beginning stages of the language development experience. • Work regularly with the Language Development Mentor over the two years of the programme (one or more check-ins per quarter) • Ask for support from Language Development Mentor as needed to engage in language development, collect evidence of engagement and reflect on experiences • Uses suggestions and support from Language Development Mentor as language development activities are completed, evidence of activity is completed and reflections on experiences are recorded.	• Work regularly with the CP candidate over the two years of the programme (one or more check-ins per quarter is recommended) • Provide support to the CP candidate as needed to engage in language development, collect evidence of engagement and reflect on experiences • Review and provide feedback on the candidate's language development activities, evidence and reflections • Confirm authenticity of the candidate's activity through check-in meetings

BENCHMARK DATES

JUNIOR YEAR

By March 1st	Submit a signed Language Development Mentor contract to the ATL teacher and/or CP Coordinator
By Last Day of 3rd Quarter	Complete all Part I activities and review with Language Development Mentor
By Last Day of 4th Quarter	Complete a minimum of 25 hours of Language Development activities and/or tasks, collect evidence of activities and/or tasks, write reflections on your activities and/or tasks and review progress with Language Development Mentor
June, July, August	Continue language development activities (at least 25 hours recommended over the summer) – Don't forget to collect evidence of and reflect upon your work!

SENIOR YEAR

By Sept 15th	Reconnect with Language Development Mentor and revisit progress toward language development goals
By Last Day of February	Complete a minimum of 25 hours of Language Development activities and/or tasks, collect evidence of activities and/or tasks, write reflections on your activities and/or tasks and review progress with Language Development Mentor*
By Last Day of March	Meet with Language Development Mentor to review progress toward goals, complete post-study self-assessment tasks and outline final reflection essay.*
By April 15th	Submit completed Language Development Portfolio to CP Coordinator for review.*

Simplified Process for Language Development Work and Portfolio Creation:

1. **Determine** Target Language and **complete** Language Development Mentor contract by March 1st of your junior year.

2. **Complete** the following components of the Pre-Study Self-Assessment.
   a. Pre-Assessment and Self-Analysis of Language Proficiency (to be included in Portfolio as evidence)
   b. Language and Culture Questionnaire (to be included in Portfolio as evidence)
   c. Setting Language Development goals and strategies (to be included in Portfolio as evidence)
   d. Review your Pre-Study Self-Assessment with Language Development Mentor

3. Engage in **a minimum of 50 hours** of Language Development activities in the established target language over junior and senior year, keeping your career interests in mind as you do so.
   a. Document the activities and time each activity takes, considering how activities assist in meeting Language Development goals
   b. Collect evidence of Language Development activities and tasks to include in your portfolio
   c. Write reflections on each of your Language Development activities, thinking about how it helps you meet your Language Development goals.

4. **Complete** the following components of the Post-Study Self-Assessment.
   a. Revisit Pre-Assessment items and complete a post-assessment of Language Proficiency
   b. Review Language Development goals and assess the degree to which the goals have been met.
   c. Write a post-study reflective essay within which the following are considered:
      i. The process of Language Development and what you learned through the process
      ii. How well you did on achieving your goals
      iii. How Language Development, generally as well as specific to your target language, matters for your future in terms of further education, career opportunities and personal life

5. Hold final meeting with Language Development Mentor during which:
   a. An informal conversation occurs between you and your Language Development Mentor
   b. Portfolio is reviewed and the Language Development Mentor signs off on/provides a statement confirming the work done by the student

6. Present and submit your completed Language Development Portfolio to your CP Coordinator by April 15th of your senior year

Language development progress form

Date	Summary of discussion	General comments	Actions to be taken	Signature

Language Portfolio: Part I
Language and Cultural Profile

Step 1: Pre-Assessment and Self-Analysis of Language Proficiency:

Directions: At the beginning of your language study, select one box or phase from each of the communication competencies that most closely describes your ability in your target language. This will give you and your Language Mentor a starting point to track your development. Indicate your level by shading the box of your choice. **Include this document in Part III (Evidence section) of the Portfolio.**

	Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
RECEPTIVE SKILLS: **When I listen, read or view, I can:**	☐ No Skills	☐ Understand simple phrases, statements and questions ☐ Identify basic messages, facts, opinions, feelings and ideas.	☐ Understand simple spoken and written texts ☐ Identify messages, facts, opinions, feelings and ideas.	☐ Understand a limited variety of spoken and written texts ☐ Understand specific information, main ideas and some detail.	☐ Understand a variety of spoken and written texts ☐ Interpret specific information, main ideas and some detail ☐ Draw conclusions ☐ Recognize implied opinions and attitudes.	☐ Understand a wide range of spoken and written texts ☐ Analyse specific information, ideas, opinions and attitudes ☐ Infer information and draw conclusions ☐ Recognize implied opinions and attitudes.	☐ Understand a comprehensive range of spoken and written texts ☐ Evaluate important information, details and ideas ☐ Analyse information, draw conclusions ☐ Make inferences about implied ideas, opinions and attitudes
PRODUCTIVE SKILLS: **When I speak or write, I can:**	☐ No Skills	☐ Respond to simple phrases, statements and questions ☐ Show comprehension with simple oral and written phrases ☐ Convey basic information in a limited range of everyday situations.	☐ Respond to simple spoken and written texts ☐ Demonstrate comprehension in short oral and written form ☐ Share information in a limited range of familiar situations	☐ Engage in conversation ☐ Demonstrate comprehension in a limited range of oral and written forms ☐ Write structured text to express my ideas, opinions and experiences on a range of familiar and some unfamiliar situations	☐ Engage in conversation ☐ Communicate substantial information containing relevant and developed ideas and justified opinions ☐ Write structured text to share informative and organized ideas on topics of personal interest and global significance	☐ Engage actively in conversations in social and some academic situations to contribute substantial information ☐ Communicate my understanding and opinions by organizing information and ideas into a clear and effective structure ☐ respond and react to questions and ideas in a range of spoken, visual and written texts	☐ engage actively in conversations in social and academic situations to contribute substantial information ☐ communicate my understanding, opinions and perspectives by organizing information and ideas into a clear and effective structure ☐ give detailed analysis and explanation in social and academic situations

INTERACTIVE SKILLS: When I communicate with others, I:	☐ No Skills	☐ Am aware that language use is connected to a purpose and an audience.	☐ Am aware that language varies according to purpose and audience.	☐ Understand that I can speak and write in different ways for different purposes and audiences.	☐ Can identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	☐ Can interpret aspects of format and style, and am able to adapt register and style of language to suit the context.	☐ Can interpret format and style, and am proficient in adapting register and style of language to suit the context.

COMMENTS:

If you are starting a new language FOR THE FIRST TIME: You may not be able to indicate a Phase of proficiency at this time. Your goal will be to **ACHIEVE PHASE 1 in all 3 areas** by the end of language development experience. You will need to complete the Self-Assessment chart at the end of your language development experience.

If you are continuing in a previously studied language: It is not expected that you will move from Phase to Phase, although this is desirable and encouraged. At minimum, you should be able to **demonstrate development within a Phase**. You will need to complete the Self-Assessment chart at the end of your language development experience.

Completing the Pre-Assessment and Self-Analysis of Language Proficiency:

Directions: In paragraph form, write a concluding paragraph to summarize your self-assessment. Describe what aspects of your target language that are your strengths. What aspects are you most weak in? What aspects of the language will be of most help to you in your career-related studies? Will you need more technical, or career related vocabulary? More speaking abilities? Understanding of career related technical writing? Other language aspects? As much as possible, connect your self-analysis of language proficiency to your chosen career area of interest. **Include this document in Part III (Evidence section) of the Portfolio.**

Step 2: Language and Culture Questionnaire:

Directions: Complete the following Language and Culture Questionnaire. Thorough reflection and responses to the questionnaire will help develop your Language Portfolio in a way that can be used in the world outside of the classroom.   Respond honestly and critically to the questions. **Include this document in Part III (Evidence section) of the Portfolio.**

Question:	Your reflective answer: (Consider your social and workplace environments)
What language(s) do you use? Give examples of in what context and/or how you use this language or languages.	
Identify your language phase for each language you use. (Use the Language Phases Chart from Step One)	
What can you do and not do with your language(s)? Please refer each language if you speak more than one.	
What is your cultural background? If you belong to more than one culture, be sure to consider the multiple cultures that make up who you are.	
What language(s) are spoken in your culture(s)?	

Do you have friends from a different cultural background? With which cultures different from your own are you most familiar?	
How do you feel when you encounter different cultural experiences? Provide a specific example.	
What do you believe is the relationship between language and culture?	
Why is learning another language so important in today's world?	
What language(s) other than your own have you previously studied?	
What language will you study in language development?	
Why have you chosen that specific language for language development?	

How do you think you will use your target language in the future? Consider ways that you might use your target language in your career area of interest.	
What challenges do you feel you may encounter in your language studies?	
How will you meet these challenges?	

Step 3: Language and Culture Goals:

Directions: Along with your Language Mentor, choose Phase (1-6) under each of the 4 objective areas (Oral, Visual, Reading, Writing). Read each strand carefully. Under each of the Phases, what you should be able to do is especially spelled out. Indicate your choices by shading in the phase of your choice. Summarize your choices at the end of this chart. **Include your Summary of Language and Culture Goals in Part III (Evidence section) of the Portfolio.**

Objective	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
A: **ORAL COMMUNICATION**	Understand and respond to simple, short spoken texts	Understand and respond to simple spoken texts	Understand and respond to a limited range of spoken texts	Understand, interpret and respond to a range of spoken texts	Understand, analyze and respond to a range of spoken texts	Understand, analyze, evaluate and respond to a wide range of spoken texts
	Communicate information in a limited range of everyday situations	Communicate information containing relevant ideas and some detail in a limited range of familiar situations	Communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations	Communicate information, ideas and opinions in familiar and unfamiliar situations	Communicate information, ideas and opinions in social situations and some academic situations	Communicate information, ideas and opinions in social and academic situations
	Request and provide information in a limited range of everyday situations	Request and provide information in a limited range of familiar situations	Request and provide information in familiar and some unfamiliar situations	Request and provide information in a range of spoken contexts	Request and provide information in a range of spoken contexts	Request and provide information in a wide range of spoken contexts
	Use language appropriate to a very limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences	Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences
	Use some aspects of register in formal and informal oral communication	Use some aspects of register in formal and informal oral communication	Use appropriate register in formal and informal oral communication	Use appropriate register in formal and informal oral communication	Use appropriate register in formal and informal oral communication	Use appropriate register in formal and informal oral communication

	Use basic vocabulary accurately	Use basic language accurately	Use language accurately	Use language accurately	Use language accurately and effectively	Understand and use appropriate oratory technique
	Interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone	Interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone	Interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone	Engage actively in oral production using comprehensible pronunciation and intonation/correct tone	Engage actively in oral production using comprehensible pronunciation and intonation/correct tone	Engage actively in oral production using comprehensible pronunciation and intonation/correct tone
B: **VISUAL INTERPRETATION**	Identify basic messages presented in simple visual texts	Understand messages presented in visual texts	Understand information presented in visual texts	Construct meaning from information presented in visual texts	Analyze information presented in visual texts	Evaluate information presented in visual texts
	Identify main ideas and supporting details in simple visual texts presented with spoken and/or written text	Understand main ideas and supporting details in visual texts presented with spoken and/or written text	Understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text	Construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text	Analyze main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text	Evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
	Identify specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text	Understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	Understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	Interpret specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	Analyze specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	Evaluate specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
	Recognize basic visual conventions used in texts	Recognize visual conventions used in texts	Understand visual conventions used in texts	Interpret visual conventions used in texts	Analyze visual conventions used in texts	Evaluate visual conventions used in texts
	Understand and respond to simple visual texts	Understand and respond to simple visual texts	Understand and respond to a limited range of visual texts	Understand, interpret and respond to a range of visual texts	Understand, analyze and respond to a range of visual texts	Understand, analyze, evaluate and respond to a wide range of visual texts

C: **READING COMPREHENSION**	Identify basic facts in simple written texts	Understand basic facts in written texts	Understand specific information, ideas, opinions and attitudes presented in written texts	Interpret specific information, ideas, opinions and attitudes presented in written texts	Analyse specific information, ideas, opinions and attitudes presented in written texts	Evaluate specific information, ideas, opinions and attitudes presented in written texts
	Identify main ideas and supporting details in written texts	Understand main ideas and supporting details and draw some conclusions from written texts	Understand main ideas and supporting details, and draw conclusions from written texts	Interpret main ideas and supporting details, and draw conclusions from written texts	Analyze main ideas and supporting details, and draw conclusions from written texts	Evaluate main ideas and supporting details, and draw conclusions from written texts
	Recognize basic aspects of format and style	Recognize basic aspects of format and style	Understand aspects of format and style in texts	Interpret aspects of format and style in written texts	Analyze aspects of format and style in written texts	Evaluate aspects of format and style in written texts
	Understand and respond to simple written texts	Understand and respond to simple written texts	Understand and respond to a limited range of written texts	Understand, interpret and respond to a range of written texts	Understand, analyze and respond to a range of written texts	Understand, analyze, evaluate and respond to a wide range of written texts
D: **WRITING**	Communicate information in a limited range of everyday situations	Communicate information containing relevant ideas and some details in a limited range of familiar situations	Communicate information containing relevant ideas and some details in familiar and some unfamiliar situations	Communicate information, ideas and opinions in familiar and unfamiliar situations	Communicate information, ideas and opinions in social situations and some academic situations	Communicate information, ideas and opinions in social and academic situations
	Request and provide information in a limited range of everyday situations	Request and provide information in a limited range of familiar situations	Request and provide information in familiar and some unfamiliar situations	Request and provide information in a range of written contexts	Request and provide information in a range of written contexts	Request and provide information in a wide range of written contexts

Use language appropriate to a very limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences	Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences
Understand and use basic language conventions accurately	Understand and use basic language conventions accurately	Understand and use language conventions accurately	Understand and use language conventions accurately	Understand and use language conventions accurately and effectively in writing	Understand and use language conventions accurately, effectively and creatively in writing
Use some aspects of register in formal and informal written communication	Use some aspects of register in formal and informal written communication	Use appropriate register in formal and informal written communication	Use appropriate register in formal and informal written communication	Use appropriate register in formal and informal written communication	Use appropriate register in formal and informal written communication

Summary of my Language Development goals are: (Include this document in Part III (Evidence section) of the Portfolio.)

SKILL AREA	PHASE I WISH TO ACHIEVE FOR EACH SKILL AREA	STRATEGIES FOR MEETING MY LANGUAGE DEVELOPMENT GOALS IN EACH SKILL AREA
ORAL Communication		1) 2) 3)
VISUAL Interpretation		1) 2) 3)

READING Comprehension		1) 2) 3)
WRITING Proficiency		1) 2) 3)

Language Portfolio: Part II
Language Experiences and Reflection

Directions: Over the two years of your Target Language Development, you are expected to improve your skills in the areas of oral communication, visual interpretation, reading, and writing. As you complete language development tasks or activities or participate in various events, **record your hours**, and **reflect** on your experience in a journal form. In **Part III, you must show evidence** of the task and to reflect. You may choose from the tasks below or suggest your own (to be approved by your IBCP Coordinator). Include your **Reflection Journal** as part of your evidence. Keep this in mind as you work through each task, activity or event so that you do not have to later go back and try to find your evidence.

NOTE FOR OPTION A AND D STUDENTS: Choose from tasks, activities and events below to complete at least 50 hours of language development and enrichment. **For OPTION A students, these tasks, activities and events must be _in addition to_ your IB DP Language B course.**

NOTE FOR OPTION B AND C STUDENTS: Tasks, activities or events upon which to reflect may come from your Language class, assuming that you are enrolled in the course for the full two years of the programme.

TASK DESCRIPTION	HOURS TO COMPLETE	PERSONAL REFLECTION JOURNAL ENTRY	EVIDENCE REQUIRED:
Pre-Study: Pre-Assessment, Self-Analysis, Culture Questionnaire, Language Goal setting (Language Portfolio Part I)		Included in written paragraph	Written Document
TASK 1: Meet with your Mentor, have your Mentor speak to you for 10 minutes in the Target Language using normal conversational tone and speed. They may speak to you about a topic of their choice. Some suggested topics may be about their family, their work experiences, their schooling and training, or travel or? As they speak, you should record, or take notes, as best you can. You may include vocabulary you are unfamiliar with, and what details you are learning from the conversation. If you are able, construct written questions in your Target Language. After you are finished, discuss with your Mentor what you were able to understand, what vocabulary you need help with, and ask questions in the Target Language.		**Reflect:** How much did you understand? Were you confident in listening to this conversation? What did this experience show you about your listening/questioning skills? How will this guide your language studies? How can you become a language learner **communicator**?	Notes on the experience Reflection Journal Entry
TASK 2: Find 10 newspaper or internet news articles in your Target Language. Cite them, and give a summary of what each is about. For 5 of the topics, find an article on the same topic in English. Compare the two. Do they give the same information? Is there evidence of any bias in either article? List any new vocabulary you have learned in your Target Language.		**Reflect:** Was this a helpful task? What were you able to learn? How does culture influence the view of an event or topic? How can you become a language learning **inquirer**?	Print copies of the 10 articles. Written comparison on the 5 English/Target Language articles. List of new vocabulary learned Reflection Journal Entry

Task		Reflect	Deliverable
TASK 3: Find 50 English words specific to your career area (ex: medical terminology, computer functions, automotive parts, engineering etc.) Try to spread this out over time! Try to do 5-10 word per week. Contact your career teacher for assistance. For each term, indicate its English definition, the comparable term in the Target language, and use the word or term in a sentence in your target language.		**Reflect**: How will this task help you in the future? Was it hard to find 50 terms? How can you become a **knowledgeable** language learner in the future?	Using Microsoft Word, create a table with 4 columns: Vocabulary Term, English Definition, Target Language sentence using the term. Reflection Journal Entry
TASK 4: Describe the differences between casual and formal language in your Target Language. This may involve grammar research as well as discussion with your Mentor. Describe in which instances or situations would you use each. If there are "rules" as to when each is used, summarize them. List 15 examples of formal vs casual , and write a paragraph about when each would be used		**Reflect:** Why is it important to know not only how to speak, but also when to speak in a certain way? How does this compare to the English language? How can this skill help or hinder you in the workplace? In social settings? In academic work? How can you aim for **balance** between learning both the formal and the casual aspects of your Target Language?	List of 15 examples that compare and contrast formal and casual usage. Paragraph describing how or when each is used. Reflection Journal Entry
TASK 5: Visit a celebration, a cultural center, a festival, a religious observance or some other event in a culture or religion other than your own. You may go alone, or with others. Be respectful, but observant. Ask questions of the participants; try to find out as much as you can about the event. Take pictures, pick up a program or advertisement or other form of evidence that you were there. Indicate the date, place, location, and culture group or sponsor.		**Reflect:** What did you find most interesting about this cultural experience? What insights were you able to gain about this culture? How does this compare to the practices, beliefs or customs of your primary cultural background? How did this experience make you more **open-minded**?	Proof of attendance + information on time, date, place, etc. of your visit—pictures, programs, etc. Reflection Journal Entry
TASK 6: Write a story in your Target Language, and create a children's book with this story. Add illustrations—either hand drawn or from internet images, and color. Your book must have 20 or more pages.		**Reflect:** What was the most difficult part of this task for you? What was the most enjoyable part of the task? Why must a language learner also be a **thinker?**	A copy of your storybook Reflection Journal Entry
TASK 7: After completing one of the Internal Assessments in your IB DP course, Complete one of them entirely or partially in your Target Language. Challenge yourself in terms of content language, and sentence construction		**Reflect:** Being a risk-taker is an important aspect of language learning. How did this task challenge you in this area? What other ways can you challenge yourself to be a language learner **risk-taker?**	Internal Assessment work + the original instructions Reflection Journal Entry
TASK 8: Find a flyer, notification or letter sent to you from the school or another community organization. Or, you can use the weekly student announcements. Translate this into your Target Language		**Reflect:** How can being a translator of official documents have tremendous responsibilities attached? Would you like this type of work? Why or why not? Why does a translator have to be a **principled** person?	Original document in English + translation copy in your Target Language Reflection Journal Entry

TASK 9: Create 10 job interview questions, and samples of appropriate answers using your Target language. Meet with your Mentor, and conduct a "mock interview". Record this interview session. Write a "Thank You" note to your Mentor.		**Reflect:** How comfortable would you be interviewing in your Target Language for a summer job? Were your answers in a formal or a casual use of the Target Language? Why would this be important in a real interview situation? Why is being a good **communicator** an important employability skill?	Audio recording of the interview session, + copy of the "Thank You" note sent to Mentor Reflection Journal Entry
TASK 10: Create a resume and cover letter in your Target Language. Research the business etiquette of the culture. Write 10 "tips" or hints about the business greetings, dress, use of business cards etc. in one country that uses your Target Language.		**Reflect:** What similarities and what differences did you find between the American business practices, and those of the culture of your Target Language? How does this task promote **international mindedness?**	Resume and Cover Letter, 10 Tips Regarding Business Etiquette (culturally specifically) Reflection Journal Entry
TASK 11: Make a brochure for a community service or business (real or imagined) using your Target Language (example: vaccination clinic, oil change service, handyman services etc.)		**Reflect:** How can having skills in your Target Language aid your community? Living in a multi-cultural community, how do you feel about becoming multi-lingual? What **communicator** skills did you develop?	Brochure Reflection Journal Entry
TASK 12: Write a skit on a topic of your choice. Ask friends, classmates or others who speak or study your Target Language to participate in performing your skit. Film the skit performance.		**Reflect:** Besides growing in your language development, what other skills did this project develop for you? How did it make you more **knowledgeable**?	Script or film of the skit Reflection Journal Entry
TASK 13: Read a book in your Target Language. Choose a book that challenges your reading skill. After reading the book, create a timeline of events, or a list of "book club" type questions or a description of the theme of the book. Discuss the book with your Mentor, and get feedback.		**Reflect:** Why did you choose the book you did, and how did it challenge you as an **inquirer**? What book project did you do, and why?	Citation for the book, timeline of events, "book club questions" or theme of the book Reflection Journal Entry
TASK 14: View a video or movie in your Target Language. Write **a** movie review of the film as if you were a movie critic writing for a newspaper		**Reflect:** How does evaluating the movie or video make you a more **principled** learner**?** How did the movie or video challenge your language listening skills? Was video using formal or casual language?	Citation for the video/movie and movie review Reflection Journal Entry
TASK 15: Create a service learning project in which you can utilize your Target Language. This may include work with children, the elderly, homeless, translating signage for a non-profit, or? Make your contacts, do your research, write up a proposal and check with your Mentor and IBCP Coordinator before you start. Once approved, document what you do for the organization you are working with, and bring		**Reflect**: Look at the IB Learner Profile. **Reflect** on how this project challenged you in all the aspects of the Profile.	Service Learning plan Reflection Journal Entry

samples of your work to show your Mentor and/or IBCP Coordinator			
TASK 16: Verb Work: Select 25 verbs in your Target language. Create a chart that shows the past, present and future tense of each verb. Use the verbs correctly in sentences in your Target Language		**Reflect:** When speaking another language, one must be a thinker. How did this task help you become a better **thinker** in your Target Language?	Verb and Sentences Chart Reflection Journal Entry
TASK 17: Find a favorite family recipe. Translate the ingredients and directions into your Target Language. Include a list of 10 additional cooking terms in your Target Language (ex: bake, broil, stir, whip)		**Reflect**: How does this make you more **knowledgeable** language learner? How useful was this task?	Recipe in English and in the Target language + cooking terms list Reflection Journal Entry
TASK 18: Plan a trip to a popular city in a country where your Target language is spoken. Create a 5-10 day itinerary of activities to see the most important sights and cultural aspects of the area. Find a hotel, restaurants, and local transportation. Convert the costs from US dollars into local currency. Compare the prices to those in the USA.		**Reflect:** Share your thoughts on this "trip"—Why or Why not would you like to travel here? What did you learn about the history and culture of the area, or country? How can this make you a more **caring** tourist?	5-10 day itinerary including hotels, restaurants, transportation and prices Reflection Journal Entry
TASK 19: Find assembly instructions or the directions for the installation of a product in your Target Language. Do not look at the English version. Using the Target Language instructions only, complete the task.		**Reflect:** Were you successful? Why or why not? Is conversation in your Target language easier or more difficult than technical reading? How did this task make you a more **principled** learner?	Copy of instructions Reflection Journal Entry
TASK 20+: Create Tasks of your own—Get pre-approval from your Mentor or the IBCP Coordinator		**Reflect:** Why did you choose this task? Did you learn the expected outcome? Why or Why not? Why did you choose to be a **risk-taker**? What other aspects of the Learner Profile did you apply?	Any relevant documentation or artifact Reflection Journal Entry

NOTE FOR OPTION B AND C STUDENTS: Tasks, activities or events upon which to reflect may come from your Language class, provided that you are enrolled in the course for the full two years of the programme.

Reflection Journal:

Include reflective journaling with your list of tasks. Use the questions listed in Part II as your guide, but feel free to include any thoughts you may have on your experience that may come about. Your Reflection Journal may be electronic, audio files (recordings of verbal reflections and/or reflective conversations with another, such as your Language Development Mentor) and/or handwritten (or a mix of all of the aforementioned) and should include authentic, thoughtful and meaningful reflections about your language development activities, both as a whole and as individual activities.

For some additional support regarding your Reflection Journal, please review the details on the next page.

Considerations regarding your Reflection Journal:

Research shows that learning is more effective when deep and meaningful reflection is a part of the process. Personal reflection on learning experiences benefits students in many ways, including increasing transferability of skills, improving problem-solving, developing more critical and complex thinking skills and deepening their understanding of their own knowledge, skills and self. When engaging in reflection, it is important to remember what is and what is not reflection.

Reflection is not:	Reflection is:
- forced - right or wrong - good or bad - marked or graded - difficult - copying what someone else said - predictable - to be judged by others - only a summary of what happened - done to please someone else - a waste of time - only written - only discussion - only led by teachers	- honest - personal - done in many different ways - sometimes difficult - sometimes easy - sometimes creative - building self-awareness - necessary for learning - what I did, combined with how I felt - surprising - helpful for planning - done alone or with others - about thoughts, feelings and ideas - adding perspective

Understanding the four elements of reflection can help you reflect effectively in your Reflection Journal. The first two elements create the foundation of reflection, while the second two elements broadens your perspective through reflection. Any or all elements may be present in a Reflection Journal entry.

1. **Describing what happened** – Providing details about the activity and explaining what was significant, successful and/or difficult about the activity.
2. **Expressing feelings** – Describing emotional responses related to your activity
3. **Generating ideas** – Rethinking or re-examining decisions you made regarding your activity and reviewing ways that the activity connects to other areas of life, work and learning
4. **Asking questions** – Asking questions about different facets of the experience to inspire deeper thinking and ongoing reflection.

The key to reflection is that it is meaningful for you. Sometimes it is easy; other times it is difficult. Sometimes it makes sense to reflect alone; other times it makes sense to reflect with another. Sometimes reflection takes the form of the written word; other times it takes the form of conversation, artwork or other expressive forms. Choose what works for you in the moment and given the activity upon which you are focused. Don't forget that your Language Development Mentor, PPS teacher and CP Coordinator can provide you support in this process.

Source: International Baccalaureate Organization. *Career-related Programme: Language development guide.* Geneva: International Baccalaureate Organization Ltd, 2015. PDF.

Language Portfolio: Part III
Language Development Evidence

A. Evidence Log:

NOTE FOR OPTION A AND D STUDENTS: Choose from tasks, activities and events below to complete at least 50 hours of language development and enrichment. For **OPTION A** students, these tasks, activities and events must be _in addition to_ your IB DP Language B course.

NOTE FOR OPTION B AND C STUDENTS: Tasks, activities or events upon which to reflect may come from your Language class, assuming that you are enrolled in the course for the full two years of the programme.

NOTE FOR ALL IBCP STUDENTS: Your reflection journal is required evidence to include as well. See Part III, Section B.

TASK – Provide a description of the task, activity or event. *(Pre-Study tasks are required for all IBCP students)*	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK (Your reflection journal is a separate document):
Pre-Study: Self-Analysis paragraph of language Self- Assessment (Language Portfolio Part 1)	Written document of 1 or more paragraphs		
Pre-Study: Language Development Goals	List of Goal Phases in Part 1		
TASK 1: Meet with your Mentor, have your Mentor speak to you for 10 minutes in the Target Language using normal conversational tone and speed. They may speak to you about a topic of their choice. Some suggested topics may be about their family, their work experiences, their schooling and training, or travel or? As they speak, you should record, or take notes, as best you can. You may include vocabulary you are unfamiliar with, and what details you are learning from the conversation. If you are able, construct written questions in your Target Language. After you are finished, discuss with your Mentor what you were able to understand, what vocabulary you need help with, and ask questions in the Target Language.	Notes on the experience		

TASK – Provide a description of the task, activity or event.	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK (Your reflection journal is a separate document):
TASK 2: Find 10 newspaper or internet news articles in your Target Language. Cite them, and give a summary of what each is about. For 5 of the topics, find an article on the same topic in English. Compare the two. Do they give the same information? Is there evidence of any bias in either article? List any new vocabulary you have learned in your Target Language.	Print copies of the 10 articles. Written comparison on the 5 English/Target Language articles. List of new vocabulary learned		
TASK 3: Find 50 English words specific to your career area (ex: medical terminology, computer functions, automotive parts, engineering etc.) Try to spread this out over time! Try to do 5-10 word per week. Contact your career teacher for assistance. For each term, indicate its English definition, the comparable term in the Target language, and use the word or term in a sentence in your target language.	Using Microsoft Word or Excel, create a table with 4 columns: Vocabulary Term, English Definition, Target Language sentence using the term.		
TASK 4: Describe the differences between casual and formal language in your Target Language. This may involve grammar research as well as discussion with your Mentor. Describe in which instances or situations would you use each. If there are "rules" as to when each is used, summarize them. List 15 examples of formal vs casual , and write a paragraph about when each would be used.	List of 15 examples that compare and contrast formal and casual usage.

Paragraph describing how or when each is used. | | |
| **TASK 5**: Visit a celebration, a cultural center, a festival, a religious observance or some other event in a culture or religion other than your own. You may go alone, or with others. Be respectful, but observant. Ask questions of the participants; try to find out as much as you can about the event. Take pictures, pick up a program or advertisement or other form of evidence that you were there. Indicate the date, place, location, and culture group or sponsor. | Proof of attendance + information on time, date, place, etc. of your visit—pictures, programs, etc. | | |
| **TASK 6:** Write a story in your Target Language, and create a children's book with this story. Add illustrations—either hand drawn or from internet images, and color. Your book must have 20 or more pages. | A copy of your storybook | | |

TASK – Provide a description of the task, activity or event.	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK (Your reflection journal is a separate document):
TASK 7: After completing one of the Internal Assessments in your IB DP course, Complete one of them entirely or partially in your Target Language. Challenge yourself in terms of content language, and sentence construction	Internal Assessment work + the original instructions		
TASK 8: Find a flyer, notification or letter sent to you from the school or another community organization. Or, you can use the weekly student announcements. Translate this into your Target Language	Original document in English + translation copy in your Target Language		
TASK 9: Create 10 job interview questions, and samples of appropriate answers using your Target language. Meet with your Mentor, and conduct a "mock interview". Record this interview session. Write a "Thank You" note to your Mentor.	Audio recording of the interview session, + copy of the "Thank You" note sent to Mentor		
TASK 10: Create a resume and cover letter in your Target Language. Research the business etiquette of the culture. Write 10 "tips" or hints about the business greetings, dress, use of business cards etc. in one country that uses your Target Language.	Resume and Cover Letter, 10 Tips Regarding Business Etiquette (culturally specifically)		
TASK 11: Make a brochure for a community service or business (real or imagined) using your Target Language (example: vaccination clinic, oil change service, handyman services etc.)	Brochure		
TASK 12: Write a skit on a topic of your choice. Ask friends, classmates or others who speak or study your Target Language to participate in performing your skit. Film the skit performance.	Script or film of the skit		
TASK 14: View a video or movie in your Target Language. Write **a** movie review of the film as if you were a movie critic writing for a newspaper	Citation for the book, timeline of events, "book club questions" or theme of the book		
TASK 14: View a video or movie in your Target Language. Write **a** movie review of the film as if you were a movie critic writing for a newspaper	Citation for the video/movie and movie review		

TASK – Provide a description of the task, activity or event.	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK (Your reflection journal is a separate document):
TASK 15: Create a service learning project in which you can utilize your Target Language. This may include work with children, the elderly, homeless, translating signage for a non-profit, or? Make your contacts, do your research, write up a proposal and check with your Mentor and IBCP Coordinator before you start. Once approved, document what you do for the organization you are working with, and bring samples of your work to show your Mentor and/or IBCP Coordinator	Service Learning plan		
TASK 16: Verb Work: Select 25 verbs in your Target language. Create a chart that shows the past, present and future tense of each verb. Use the verbs correctly in sentences in your Target Language	Verb and Sentences Chart		
TASK 17: Find a favorite family recipe. Translate the ingredients and directions into your Target Language. Include a list of 10 additional cooking terms in your Target Language (ex: bake, broil, stir, whip)	Recipe in English and in the Target language + cooking terms list		
TASK 18: Plan a trip to a popular city in a country where your Target language is spoken. Create a 5-10 day itinerary of activities to see the most important sights and cultural aspects of the area. Find a hotel, restaurants, and local transportation. Convert the costs from US dollars into local currency. Compare the prices to those in the USA.	5-10 day itinerary including hotels, restaurants, transportation and prices		
TASK 19: Find assembly instructions or the directions for the installation of a product in your Target Language. Do not look at the English version. Using the Target Language instructions only, complete the task.	Copy of instructions		
TASK 20+: Create Tasks of your own—Get pre-approval from your Mentor or the IBCP Coordinator	Any relevant documentation or artifact		

Post-Study: Go back to your Part I Pre-Study Assessments and update your materials. Then write a Post-Assessment Reflective Essay about the process, the learning, how well you did on the achievement of the goals you set, outcomes on the Post-Study Self-Assessment, your thoughts etc.	One or more written pages, (or other method as approved by IBCP Coordinator) of self-analysis of the Language Portfolio, and achievement towards goals		

Remember, your Reflection Journal serves as evidence as well.

IBCP Language Development Portfolio Contents Checklist:

Your final language development portfolio can be in any form you wish – book, journal, scrapbook, 3-ring binder, electronic file or portfolio etc. – but **must include the following**:

☐ Language Mentor Contract, signed by you and your mentor

☐ Log of Language Development Progress Meetings

☐ **Pre** Self-Assessment of Language Proficiency, which includes Self-Assessment, Language and Culture Questionnaire and Language Development Goals (Part I)

☐ **Pre**-Study Self Analysis Paragraph (Part I)

☐ **Tasks, Activity and Evidence Log,** recording the Tasks you chose to perform, complete with Language Mentor verification and number of hours spent on each task (Part II)

☐ **Reflection Journal** showing your authentic reflections on the tasks perform and the progress you make toward your Language Development goals (Part II)

☐ Required **Evidence** for each Task performed (Part III)
(examples include: the assignments or products made per the task; images; video; audio files; certificates)

☐ **Post** Self-Assessment of Language Proficiency (Part III)

☐ **Post**-Study Self Analysis Essay (Part III)

Your work on your Language Development Portfolio should begin as quickly as possible—**Do NOT attempt to wait until the end of the 2 years** to compile the necessary items. This is an *ongoing process* and a way to record your learning as you continue work in developing your target language. The requirements below are the minimum requirements. All students are encouraged to go beyond the minimum expectations to show a rich and meaningful language development experience.