

	<p style="text-align: center;"><b>DEAF PORT PROJECT</b></p> <p style="text-align: center;"><b>No. 143512-BG-2008- KA2-KA2MP</b></p>	  <p style="text-align: right;">Education and Culture DG</p> <p style="text-align: center;"><b>Lifelong Learning Programme</b></p>
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## The Deaf Port ELP Model: Quality Assurance Checklist

	Y / N	Comments
<b>0. The Deaf Port ELP model in general</b>		
0.1. Is it the property of the learner? ( <i>Can the learner use or be enabled to use the ELP independently?</i> )		
0.2. Does it incorporate a minimum of common features (outlined in the Guidelines) which make it recognisable and comprehensible across Europe? In particular:  0.2.1 Does it respect the three-part structure (Language Passport, Language Biography, Dossier)?		
0.2.2 Is the Council of Europe logo present on the front cover page and the beginning of each part?		
0.2.3 Is the terminology of the ELP used (Language Passport, Language Biography, Dossier)?		
0.2.4 Does it include the standard text, supplied by the Language Policy Division, about the Council of Europe?		
0.3. Does the front cover reflect the European character of the ELP?		

0.4. Are the translations used for the self-assessment grid and other extracts from the Common European Framework (CEF) taken from official translations of the Framework? If none such were available, have the translations been approved by the national committee if such exists?		
0.5. Is the ELP terminology (titles and headings) the same as that used in accredited ELP models using the same language?		
0.6. Does it cater for the specific needs of the target group?  0.6.1 Are the design and the language used appropriate for the target age-group?		
0.6.2 Are the levels in the Language Passport and Language Biography attainable for the target age group?		
0.6.3 Are the descriptors in the Language Biography appropriate for the target group?		
0.6.4 Does the overall design still conform, however, to the Principles and Guidelines?		
0.7. Does it have internal coherence?  0.7.1. Is the terminology used coherent throughout?		
0.7.2. Is there clear linking between the three parts and appropriate navigational guidance?		
0.7.3. Are the pages clearly numbered?		
0.8 Is it coherent with other ELP models being used in your educational system?		
0.9 Does it encourage a creative personal development as a language learner?		
0.10 Does the Deaf Port ELP model promote learner autonomy? ( <i>In formal contexts, the ELP is intended to involve learners in planning, monitoring and evaluating their learning</i> )		

	Y / N	Comments
<b>1. Does the Deaf Port <u>Language Passport</u> section</b>		
1.1. correspond to the standard adult Language Passport or the Europass Language Passport?		
1.2. allow an overview of the individual's proficiency in different languages at a given point in time?		
1.3. allow for regular updating?		
1.4. allow for recording and reflecting on the full range of the learner's language skills regardless of whether acquired within or outside formal education? ( <i>Are sufficient space and means available?</i> )		
1.5. allow the recording of formal qualifications and all language competences regardless of whether gained in or outside formal educational contexts?		
1.6. allow for recording and reflecting on the full range of the learner's intercultural competence and experience regardless of whether acquired within or outside formal education? ( <i>Are sufficient space and means available?</i> )		
1.7. allow the recording of significant language and intercultural experiences?		
1.8. allow the recording of partial and specific language competence?		
1.9. allow the recording of self-assessment, assessment by educational institutions and examination boards and, where appropriate, teacher assessment?		
1.10. offer the possibility of keeping self-assessment clearly independent of assessment by teachers and other external sources of assessment? (As owner of the ELP, the learner decides whether or not to include external assessment).		
1.11. allow the recording of when, by whom and on what basis the assessment was carried out?		
1.12. allow the overview to be defined in terms of skills or competences as described in the levels of the Common European Framework of Reference?		

1.13. include the self-assessment grid from the Common European Framework (possibly in combination with more age-appropriate descriptors)?		
1.14. ensure continuity between different educational institutions, sectors and regions?		
1.15. take account of your learners' needs according to age, learning purposes and contexts, and background?		
1.16. include rubrics in English and/or French as well as other local languages?		

	Y / N	Comments
<b>2. Does the Deaf Port <u>Language Biography</u> section</b>		
2.1. facilitate the learner's regular involvement in planning?		
2.2. facilitate reflection upon the learning process in a regular and progressive manner?		
2.3. facilitate regular reflection upon and assessment of progress?		
2.4. provide the space and the means for learners to state what they can do in each language?		
2.5. promote learning to learn and learner autonomy?		
2.6. provide the space and the means for learners to include information on linguistic and cultural experiences gained in and outside formal educational contexts?		
2.7. promote plurilingualism, i.e. the development of competences in a number of languages? If so, how?		
2.8. provide checklists of descriptors that expand on the summary descriptors contained in the self-assessment grid?		
2.9. (if yes) have descriptors that are appropriate for the target learners with regard to levels and content?		
2.10. (if yes) have descriptors that are formulated in the first person ("I can ...")?		
2.11. state the source of the descriptors used? <i>(If new descriptors have been developed, please provide an account of how they were developed.)</i>		

2.12. include key headings in English and/or French as well as any other local languages?		
2.13. use assessment and evaluation criteria in harmony with the Common European Framework?		
2.14. use levels and descriptors coherent with those used in ELP models in other educational sectors?		

	Y / N	Comments
<b>3. Does the Deaf Port <u>Dossier</u> section</b>		
3.1. offer the learner the opportunity to select materials to document and illustrate achievements and/or experiences?		
3.2. allow for up-dating and re-organisation?		
3.3. encourage the development of plurilingualism? If so, how?		
3.4. include the key headings in English and/or French as well as any other local languages?		
3.5. distinguish between a process dossier and a display dossier? (NB not a condition for validation)		

	Y / N	Comments
<b>4. General principles</b>		
4.1. Is it possible for learners who so wish to obtain and use the Deaf Port ELP?		
4.2. Is the learner recognised as the owner of his/her ELP?		
4.3. Are the aims and the purpose of the Deaf Port ELP understood by the learners and can they understand the content? ( <i>Guide for Users or a Guide for Teachers?</i> )		
4.4. Is the concept of European citizenship promoted by providing a record of all language competences and experiences, including where appropriate, indigenous languages of minorities and languages of migrants?		
4.5. Will other ELPs, which individual learners may possess and wish to present or maintain, be recognised, supported and valued in the Deaf Port ELP context?		