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SHOW THE WORLD WHAT YOU CAN DO

Biography

Language Learner's Name:

State:

Date:

Additional information you wish to include:

How Do I Learn?
Learner's Name:

Everyone learns in a different way. Here are some examples and ideas to try in order to see what fits best for you. You may wish to exchange ideas with others and experiment with different learning styles.

Complete the following survey and check the appropriate box according to the scale below: Add additional ways at the end of each section as needed.

4 - frequently   3 - sometimes   2 - seldom   1 – never

	4	3	2	1
Organizing Work				
I organize my work space.	☐	☐	☐	☐
I check to see that I have everything with me or in my backpack.	☐	☐	☐	☐
I keep a day planner and assignment folder.	☐	☐	☐	☐
I manage my time by planning and creating a daily and weekly schedule.	☐	☐	☐	☐
I have the right supplies for my class or assignment.	☐	☐	☐	☐
I have scheduled a specific time to study and complete my assigned tasks.	☐	☐	☐	☐
I set goals and periodically review them to see that I achieve them.	☐	☐	☐	☐
	☐	☐	☐	☐
Learning Vocabulary				
I make and use flashcards for assigned topics of personal and professional interest.	☐	☐	☐	☐
I use my text and dictionary as resources to guide my learning.	☐	☐	☐	☐
I group words by themes.	☐	☐	☐	☐
I form new words from roots, e.g. power – powerful.	☐	☐	☐	☐
I look for words that have antonyms, e.g. tall – short.	☐	☐	☐	☐
I look for words that have a similar meaning, e.g. big, large, tall. Then I determine which word fits where.	☐	☐	☐	☐
	☐	☐	☐	☐
Improving Pronunciation				
I repeat, imitate, and learn sounds, words, and phrases. (Pod casts, CDs and audio files)	☐	☐	☐	☐
I speak and record words and sentences and then compare them with an original audio file.	☐	☐	☐	☐
I imitate intonation and pronunciation from radio and television voices.	☐	☐	☐	☐
I memorize short texts and present them to a friend who helps me with cues, prompts, and pronunciation.	☐	☐	☐	☐
I use the phonetic alphabet in the dictionary to pronounce new words.	☐	☐	☐	☐
	☐	☐	☐	☐
Developing and Evaluating Listening Skills				
I determine if I should listen for all details or if it will suffice to get just the main ideas.	☐	☐	☐	☐
I identify key words for meaning.	☐	☐	☐	☐
I take notes while listening and jot down things I don't understand to clarify later.	☐	☐	☐	☐
	☐	☐	☐	☐

Reading for Understanding				
I know the purpose of my reading, e.g. reading for pleasure, for information, for knowledge, for general comprehension, etc.	☐	☐	☐	☐
Based on the type of text I am reading, I know how to use the dictionary and appropriate grammar resources to enhance my understanding.	☐	☐	☐	☐
I take notes.	☐	☐	☐	☐
I write down words and idioms that I want to learn.	☐	☐	☐	☐
I summarize the content of important texts.	☐	☐	☐	☐
I underline or highlight important passages for future reference.	☐	☐	☐	☐
	☐	☐	☐	☐

Editing and Proofreading My Own Writing				
I determine what I will write about and create an outline, storyboard, or list of key words and phrases before I begin writing.	☐	☐	☐	☐
I organize my writing so that there is order, presentation, or internal structure to guide the reader purposefully through the text.	☐	☐	☐	☐
I write with appropriate voice so that the text is lively, expressive, and engages the reader.	☐	☐	☐	☐
I choose the best words and check to see that I am using them correctly. I can use synonyms and antonyms for variety in my writing.	☐	☐	☐	☐
I review the sentence structures to make sure that there is an easy flow and that the sentences make sense.	☐	☐	☐	☐
I check to see that errors are non-existent or minimal so the reader is not distracted or confused.	☐	☐	☐	☐
I share my written work with others and consider their feedback as I revise.	☐	☐	☐	☐
	☐	☐	☐	☐

Acquiring Structural Accuracy				
I can find the grammar rules explained in reference materials.	☐	☐	☐	☐
I can explain the grammar rules in my own words.	☐	☐	☐	☐
I can identify exceptions to the rules and record them in my notebook.	☐	☐	☐	☐
I find examples for each grammar rule and apply them appropriately.	☐	☐	☐	☐
I look up unfamiliar grammar structures while reading.	☐	☐	☐	☐
I keep a list of frequent mistakes that I make and I correct them.	☐	☐	☐	☐
	☐	☐	☐	☐

Communicating in the Target Language				
I strive to use only the target language during class.	☐	☐	☐	☐
I look for opportunities in my community to use the target language.	☐	☐	☐	☐
I participate in international social networks using mainly the target language.	☐	☐	☐	☐
	☐	☐	☐	☐

Recognizing the Unique Circumstances of Language Learning				
I understand that not everything can be translated word for word.	☐	☐	☐	☐
I understand that I have to remember frequently used, common idioms.	☐	☐	☐	☐
I collect proverbs and idioms and seek to use them appropriately.	☐	☐	☐	☐
I consider the unique cultural contexts of the language (words, phrases)	☐	☐	☐	☐
	☐	☐	☐	☐

Biography

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Language

Activity	Date
Exchanges with speakers of this language (letters, email, telephone)	
Participation in language clubs	
Presentations or projects carried out in the language (topics, audience, media used)	
Films viewed in the original version or plays in the language (type, title, actors)	
Magazines, newspapers, or journals I have read (titles, frequency, media)	
Books I have read (titles, authors, number of pages)	
Participation in conferences or publications (themes, media used, type of presentation, nature of contribution)	
Other:	
Other:	
Other:	

Language Learner's Name:

Biography

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Learning Inventory for
What have you already accomplished using this language?

Complete the following survey and check the appropriate box according to the scale below: Add additional accomplishments at the end as needed.

Language

4 - frequently   3 - sometimes   2 - seldom   1 – never

I have:	4	3	2	1
Interpreted posters, signs, and labels that I see in my everyday life	☐	☐	☐	☐
Memorized rhymes, verses, and songs	☐	☐	☐	☐
Read children's and adolescent's books	☐	☐	☐	☐
Played computer games	☐	☐	☐	☐
Read newspapers and magazines	☐	☐	☐	☐
Listened to international broadcasts for specific information	☐	☐	☐	☐
Heard pop songs and/or video clips and tried to understand the words	☐	☐	☐	☐
Attended a theater production in this language	☐	☐	☐	☐
Watched ads and understood what they wanted to sell	☐	☐	☐	☐
Watched video/films for information and/or entertainment	☐	☐	☐	☐
Worked with diagrams, statistics, and graphic organizers in the language	☐	☐	☐	☐
Used the Internet to locate and use resources in the target language	☐	☐	☐	☐
Read excerpts from literary works	☐	☐	☐	☐
Read lengthy articles or a complete work of literature, e.g. novel, play	☐	☐	☐	☐
Recorded my new vocabulary in a notebook or kept a file of flashcards	☐	☐	☐	☐
Reviewed and corrected my writing	☐	☐	☐	☐
Used the language with teams, groups, or partners	☐	☐	☐	☐
Communicated with native speakers	☐	☐	☐	☐
Participated in an inter-cultural or international project	☐	☐	☐	☐
Conducted interviews outside of school to gather information	☐	☐	☐	☐
Conversed with native speakers on the telephone or social networks	☐	☐	☐	☐
Contacted an individual and kept the conversation going	☐	☐	☐	☐
Ordered a meal in a restaurant using the language	☐	☐	☐	☐
Purchased a product or downloaded music using the language	☐	☐	☐	☐

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Learning Inventory for
What have you already accomplished using this language?
Page 2

Used resources in this language in other classes (math, science, etc.)	☐	☐	☐	☐
Served as a translator	☐	☐	☐	☐
Written a dictation in the language	☐	☐	☐	☐
Completed fill-in-the-blank exercises	☐	☐	☐	☐
Rewritten, continued, and finished texts in my own words	☐	☐	☐	☐
Written text about my city and hobbies	☐	☐	☐	☐
Written and reported about my experiences or adventures	☐	☐	☐	☐
Written about myself or another person	☐	☐	☐	☐
Written short personal notes or e-mails to friends	☐	☐	☐	☐
Summarized the content of films, texts, radio, and TV programs	☐	☐	☐	☐
Written about my own opinions and thoughts	☐	☐	☐	☐
Written short poems, skits, and stories	☐	☐	☐	☐
Written a letter of application	☐	☐	☐	☐
Written a lengthy report or professional document	☐	☐	☐	☐
Developed and given a presentation.	☐	☐	☐	☐
Used a textbook to learn a language.	☐	☐	☐	☐
Used additional resources and media that support and accompany the text book, such as cassettes, CDs, DVDs, computer programs, web site.	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Biography

Intercultural Experiences – Overview
Optional Activity

Language Learner's Name:

Use this sheet to provide an overview of each major intercultural or learning experience. Use the document "Intercultural Encounters" to describe and reflect on specific encounters that occurred during the experience.

Identify the type of experience

☐ Hosting a foreign language speaking guest from a partner school, institution, or family
☐ Participating in a home-stay exchange with a partner school, institution, or family where foreign language is spoken
☐ Participating in a volunteer service project
☐ Participating in an immersion language camp/academy
☐ Traveling in a country where the target language is spoken
☐ Participating in personal interaction in the community or through social media
☐ Taking a formal course in the language
☐ Other:

Write a short summary about your experience. Include the following information:
- language spoken
- location
- length of stay
- purpose
- summary of your feelings and reactions during stay

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Optional Form
Self-Assessment Progress Report
Name of Language Learner:

Using the results of the self-assessment checklists in the Biography section, record your ongoing progress in each proficiency level here by writing the date (mm-yy, i.e. Jan09, Jun10) you reach each level. Use this sheet to document your ongoing progress throughout your language learning process.

Language:

	Novice			Intermediate			Advanced			Superior
	L	M	H	L	M	H	L	M	H	
Interpretive: Listening										
Interpretive: Reading										
Interpersonal Communication										
Spoken Production										
Written Production										

Language:

	Novice			Intermediate			Advanced			Superior
	L	M	H	L	M	H	L	M	H	
Interpretive: Listening										
Interpretive: Reading										
Interpersonal Communication										
Spoken Production										
Written Production										

Language:

	Novice			Intermediate			Advanced			Superior
	L	M	H	L	M	H	L	M	H	
Interpretive: Listening										
Interpretive: Reading										
Interpersonal Communication										
Spoken Production										
Written Production										