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

RESOURCE FOR EDUCATORS

www.coe.int/lang-cefr

Volume 1: Ages 7-10

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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.

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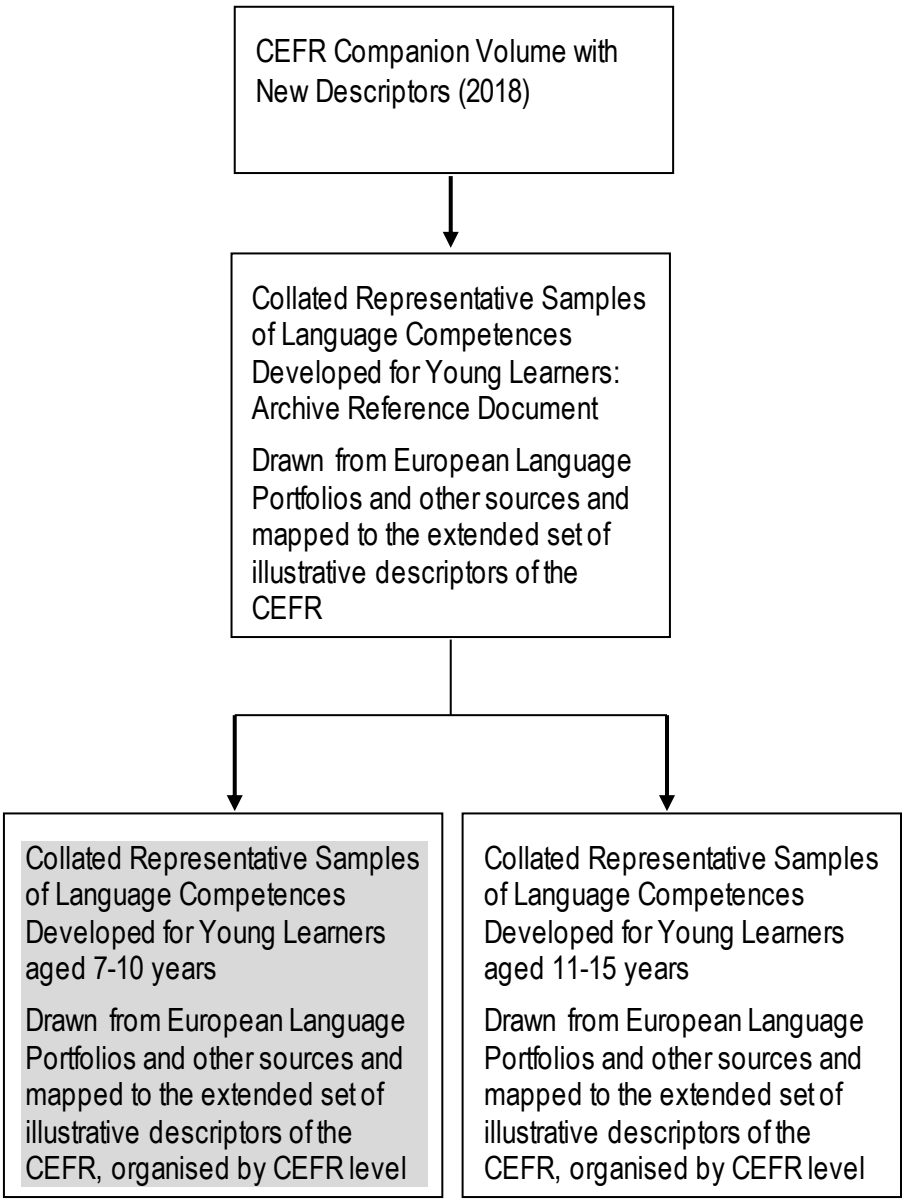
Context of this document (shaded below)



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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 Rüschlikon 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 pre-dated 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 <u>not</u> 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.

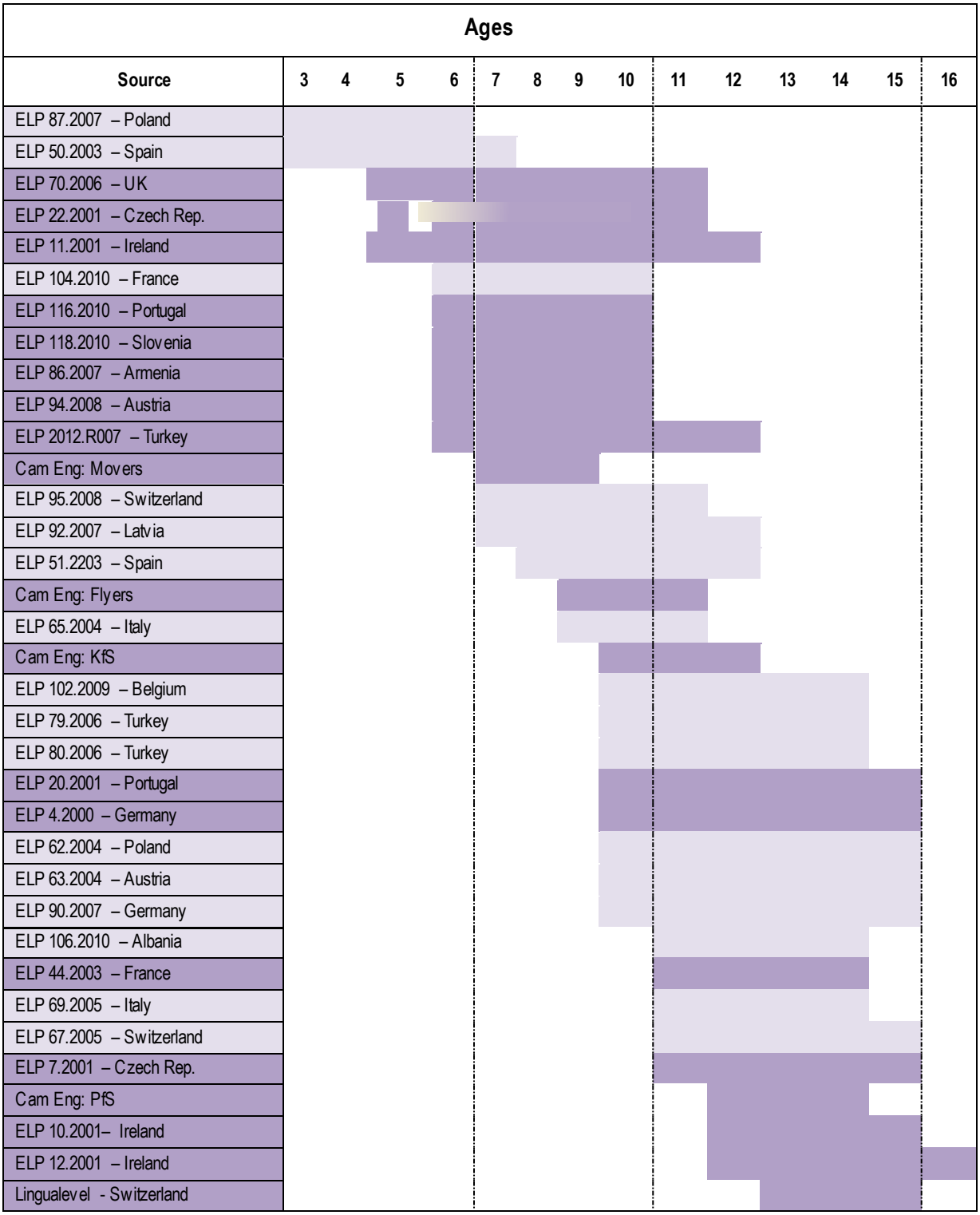
ii. **A healthy sample size:** it became clear during the collation process that the majority of accredited young learner portfolio samples covered age ranges between 6 and 15 years old. Therefore, although Cambridge English Language Assessment descriptors and some ELP descriptors were available targeting 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:



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 is referenced to the original ELP 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 rows for each CEFR level, including 'plus levels', pre-A1, and new scales as features of the extended set.

CEFR Descriptor (2015 Extended Set)	Relevance for adaptation to 7-10	Relevance for adaptation to 11-15	Accredited / registered ELP *can-do* statements 7-10	Accredited / registered ELP *can-do* 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. [116.2010-POR/6-10] (A1) I can apologise and thank someone. (Use words like "excuse me", "sorry", "thank you", etc.). [96.2007-ARM/6-10] (A1) I can give thanks and excuses by using simple sentences such as 'Thank you', 'Excuse me', 'Sorry', etc. [2012R.007-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/Auth] – 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 my self briefly and take leave of them. [LINGUAL-CH/13-15] (A1.1)
INFORMAL DISCUSSION (WITH FRIENDS)			**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/Coll.]
B2+			**B2+**	**B2+**
Can keep up with an animated discussion between native speakers.	Partially relevant: could work towards this with age 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 point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	Partially relevant: could work towards this with age 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 who do 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. [2012R.007-TUR/6-12]	

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 *can-do* statements 7-10	Accredited / registered ELP *can-do* statements 11-15

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 *can-do* statements 7-10	Accredited / registered ELP *can-do* statements 11-15

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 *can-do* statements 7-10	Accredited / registered ELP *can-do* statements 11-15

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 *can-do* statements 7-10	Accredited / registered ELP *can-do* statements 11-15

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 ages 7-10
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/PRI] 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 *(accredited)*	10-15	Ger
7.2001-CZ/11-15	ELP 7.2001 – Czech Republic: Model for learners in lower secondary education (11–15 years) *(accredited)*	11-15	Eng
10.2001-IE/Auth	ELP 10.2001– Ireland: Model for learners in post-primary education *(accredited)*	12-15	Eng
20.2001-POR	ELP 20.2001 – Portugal: Model for learners aged 10–15 years old *(accredited)*	10-15	Port
22.2001-CZ-11	ELP 22.2001 – Czech Republic: Czech Republic – Model for learners up to 11 years old *(accredited)*	Up to 11	Fre
44.2003-FR/Coll	ELP 44.2003 – France: Model for learners in lower secondary education *(accredited)*	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 *(validated)*	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) *(accredited)*	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) *(accredited)*	12-16	Eng
70.2006-UK/PRI	ELP 70.2006 – UK: CILT, National Centre for Languages - Model for junior learners *(accredited)*	5-11	Eng
86.2007-ARM/6-10	ELP 86.2007 – Armenia: Yerevan State Linguistic University – Model for learners aged 6–10 *(accredited)*	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 *(accredited)*	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 *(accredited)*	6-10	Eng
118.2010-SLO/6-10	ELP 118.2010 – Slovenia: Ministry of Education and Sport - Model for learners aged 6–10 *(accredited)*	6-10	Eng/Slo
2012.R007-TUR/6-12	ELP 2012.R007 – Turkey: British Educational Affairs - European Language Portfolio – Young Learners (Age 6-12) *(registered)*	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): *Verbundprojekt 'Sprachen lehren und lernen als Kontinuum' Koordinierungsstelle* - 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 *Portfolino* for learners aged 4–7 – not collated)	7-11	Ger/Fre/Ita/Spa
ELP 102.2009 – Belgium: *Secrétariat flamand de l'enseignement catholique (VSKO) asbl Formation dans l'enseignement catholique* – 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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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.	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/PRI] 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
Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context.	Relevant.	I can understand the important words in a song or rhyme. [118.2010-SLO/6-10] (A1) I can identify names of shops or places (chemist's, baker's, school, post office, football field, …) [116.2010-POR/6-10] (A1) I can understand the names of clothes I wear to school and the food that I eat in school. [11.2001-IE/PRI] (A1) I can understand the words for colours and shapes. [11.2001-IE/PRI] (A1) I can understand the words for people who help us. [11.2001-IE/PRI] (A1) I can understand the words for different types of weather. [11.2001-IE/PRI] (A1) I can understand the main words about travelling. [11.2001-IE/PRI] (A1) I can understand the words for the holidays and festivals during the school year. [11.2001-IE/PRI] (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
		I can understand the names for people who work and live in my town or area. [11.2001-IE/PRI] (A1) I can recognise the names of other countries in the world. [11.2001-IE/PRI] (A1) I can understand the names of some animals and plants. [11.2001-IE/PRI] (A1) I can understand the words for the main places in the town or village where I live. [11.2001-IE/PRI] (A1) 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) I can understand some words and phrases in songs and simple children's poems. [86.2007-ARM/6-10] (A1) I can understand some geographical names. [86.2007-ARM/6-10] (A1) I can recognise shapes and categories. [2012.R007-TUR/6-12] (A1) I can understand some words in songs and rhymes. [2012.R007-TUR/6-12] (A1) I can identify familiar words and phrases. [2012.R007-TUR/6-12] (A1)
		Razumem posamezne besede in besedne zveze, ki jih pogosto slišim, na primer osnovna navodila pri pouku; nekaj besed in povedi iz pesmice ali izštevanke, ki jo obravnavamo v šoli; dnevi v tednu; letni cas; barve in številke; predmeti v ucilnici …; [118.2010-SLO/6-10] (A1)
Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.	Relevant.	I can understand when I am told the time. [11.2001-IE/PRI] (A1) I can understand the days of the week. [11.2001-IE/PRI] (A1) I can understand numbers, prices and the time. [86.2007-ARM/6-10] (A1) I can understand days of the week and months of the year. [86.2007-ARM/6-10] (A1) I can understand when someone says what time it is, e.g. It is half past four. [94.2008-AUS/6-10] (A1) 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) I can understand when someone says the price of an object, e.g. The book costs 10 €. [94.2008-AUS/6-10] (A1) I can understand numbers and prices. [2012.R007-TUR/6-12] (A1) I can understand clock times, days, months and dates. [2012.R007-TUR/6-12] (A1)
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.	Can understand when somebody talks about their family or friends in simple sentences. (YL-M Can-do) I can understand a range of familiar spoken phrases, e.g. basic phrases concerning myself, my family and school… [70.2006-UK/PRI] When people speak, I can understand common phrases and often used words on the topics I know something about. [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
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 domace 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
		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) I can identify familiar words and phrases. [2012.R007-TUR/6-12] (A1) I can read the date, e.g. Wednesday 14th May 2011. [94.2008-AUS/6-10] (A1) I can recognize and read out familiar words from a story. [118.2010-SLO/6-10] (A1) I can read and understand familiar words from a song we have sung together. [118.2010-SLO/6-10] (A1) 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) 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) I can read the words for different colours and shapes. [11.2001-IE/PRI] (A1) I can read the words for people who help us. [11.2001-IE/PRI] (A1) I can read the words for festivals and seasons. [11.2001-IE/PRI] (A1) I can match words and sentences with pictures. [86.2007-ARM/6-10] (A1)
READING CORRESPONDENCE		READING CORRESPONDENCE
A1		A1
Can understand short, simple messages on postcards.	Relevant.	I can read a simple message on a postcard or a greeting card. [118.2010-SLO/6-10] I can read and understand the main point(s) of a simple e-mail. [118.2010-SLO/6-10] 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] 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] I can read and understand a simple, short message on a postcard or invitation, e.g. birthday greetings. [94.2008-AUS/6-10] I can understand short notes, messages and simple notices. [2012.R007-TUR/6-12] I can understand when somebody writes me about how s/he is and what s/he is doing. [2012.R007-TUR/6-12]
		Je peux comprendre des messages simples sur les cartes postales. [22.2001-CZ-11] Razumem bistvo zelo kratkega besedila o znani temi, na primer kratko sporocilo s pocitnic; zelo preprosto in kratko e-sporocilo; kratko navodilo za igro … [118.2010-SLO/6-10]
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.	I can read and understand familiar words and phrases I see at school, in shops, in streets and elsewhere. [118.2010-SLO/6-10] I can read and understand simple and short sentences underneath pictures. [118.2010-SLO/6-10] I can find my name on a list or on the classroom wall. [11.2001-IE/PRI] I can read the names and notices on the doors in my school and on the board. [11.2001-IE/PRI] I can read the names of buildings and places in my area. [11.2001-IE/PRI] I can read the words for the main places in my area. [11.2001-IE/PRI] 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] I can understand short notes, messages and simple notices. [2012.R007-TUR/6-12] 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]
		Dans des textes très simples, je peux trouver les mots et les phrases connus. [22.2001-CZ-11] Je peux comprendre des inscriptions simples (p. ex. sur le clavier de l'ordinateur ou sur les affiches). [22.2001-CZ-11]
Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts).	Relevant.	Can understand signs and simple notices. (YL-M CanDo) I can read school and street signs ("Library", "Canteen", "Post Office", "Chemist's"). [116.2010-POR/6-10]
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.	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] 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]
Pre A1		Pre A1
Can understand simple everyday signs such as 'Parking,' 'Station,' 'Dining room,' 'No smoking,' etc.	Relevant.	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)
Can find information about places, times and prices on posters, flyers and notices.	Relevant.	I can read the time - the hours. [116.2010-POR/6-10] (A1) I can read timetables. [116.2010-POR/6-10] (A1)
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.	I can read information about the weather (charts indicating rain, sun, clouds…). [116.2010-POR/6-10] I can read simple forms (enrolment in a club). [116.2010-POR/6-10] 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]

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 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] 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] 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] 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] I can find what I need in simple informative texts. [2012.R007-TUR/6-12] I can understand information about school, age and the place of residence in short texts. [2012.R007-TUR/6-12]
		Je peux saisir de quoi il s'agit dans un texte simple accompagné par des images. [22.2001-CZ-11]
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.	Can understand simple stories and shorter texts with the help of pictures and drawings. (YL-M CanDo) I can read the day and month and the timetable for school. [11.2001-IE/PRI] 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] 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]
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.	I can read and understand simple and short sentences underneath pictures. [118.2010-SLO/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) I can read and understand how much an item costs, e.g. 1 kg oranges costs 2 €. [94.2008-AUS/6-10] (A1)
READING INSTRUCTIONS		READING INSTRUCTIONS
A1		A1
Can follow short, simple written directions (e.g., to go from X to Y).	Relevant.	I can follow short, simple written directions (e.g. how to get from one place to another). [86.2007-ARM/6-10] 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] I can understand written directions on how to get from one place to another. [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
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.	I can read and understand simple instructions in a textbook. [118.2010-SLO/6-10] (A1) I can read and understand simple computer or video game instructions. [118.2010-SLO/6-10] (A1) I can read simple instructions ("Close the door!", "Switch off the light!"). [116.2010-POR/6-10] (A1) I can understand the most important options in a computer programme, such as "PRINT", "SAVE", "COPY", "DELETE", etc. [86.2007-ARM/6-10] (A1) I can read and understand my teacher's simple, short instructions, e.g. Bring your homework book tomorrow! [94.2008-AUS/6-10] (A1) I can understand simple written school instructions. [2012.R007-TUR/6-12] (A1) I can understand the instructions in a computer program such as "copy", "cut", "paste", "print" and "save." [2012.R007-TUR/6-12] (A1)
		Je peux comprendre des consignes simples dans mon manuel. [22.2001-CZ-11] – ND (A1)
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.	Can understand simple stories and shorter texts with the help of pictures and drawings. (YL-M CanDo) I can read and understand a simple comic strip. [118.2010-SLO/6-10] I can read rhymes. [116.2010-POR/6-10] 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] I can read and understand a simple and short story with illustrations, e.g. an adventure story. [94.2008-AUS/6-10]
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
		I can recite some rhymes. [116.2010-POR/6-10] I can retell a simple, short story, e.g. a holiday story. [94.2008-AUS/6-10] 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] 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] I can give the names for colours and shapes that I know. [11.2001-IE/PRI] I can say the words for the seasons and for the weather in different seasons. [11.2001-IE/PRI] I can point out on a map where different people work. [11.2001-IE/PRI] I can tell the names of all the animals I know. [11.2001-IE/PRI] I can recite short poems and sing simple songs. [86.2007-ARM/6-10] I can name common objects, animals, and food, as well as basic colours. [86.2007-ARM/6-10] I can recite some songs, poems, and rhymes I like. [2012.R007-TUR/6-12]
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.	I can say what my name is, how old I am, and where I live. [118.2010-SLO/6-10] I can say what there is in the classroom or my bedroom. [118.2010-SLO/6-10] I can say what I like or don't like. [118.2010-SLO/6-10] I can say what I do in my free time. [118.2010-SLO/6-10] I can build short sentences (to describe where someone lives, …) [116.2010-POR/6-10] I can use simple sentences to describe my house, and my city or village. [86.2007-ARM/6-10] 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] 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] I can describe my house and the neighbourhood. [2012.R007-TUR/6-12]
		Je peux dire quelques phrases de moi-même. [split] Je peux expliquer de façon simple d'où je suis et où j'habite. [22.2001-CZ-11]
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.	I can say what the weather is like. [118.2010-SLO/6-10] 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] I can say what food and clothes I like and don't like. [11.2001-IE/PRI]

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 tell the teacher how I came to school. [11.2001-IE/PRI] I can describe buses, cars, trains and planes by size and colour. [11.2001-IE/PRI] I can say when the main festivals are in the year. [11.2001-IE/PRI] I can name the places I have been to in the area. [11.2001-IE/PRI] I can give the names of the buildings in my area. [11.2001-IE/PRI] 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] I can tell about my family members and friends in several sentences. [86.2007-ARM/6-10] I can say a few sentences about my school and class. [86.2007-ARM/6-10] I can speak in simple sentences about people and places I know. [86.2007-ARM/6-10] I can use simple sentences to express my opinion when I like or dislike something. [86.2007-ARM/6-10] I can describe my school things in simple, short sentences, e.g. My school bag is red and big. [94.2008-AUS/6-10] I can talk about free-time activities, e.g. I like to play football. [94.2008-AUS/6-10] 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] 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] 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] I can make statements about my body in simple, short sentences, e.g. I can see with my eyes. [94.2008-AUS/6-10] 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] I can talk about animals in simple, short sentences, e.g. Cows eat grass. [94.2008-AUS/6-10] 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] 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] 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] 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] I can describe places and objects related to my everyday life. [2012.R007-TUR/6-12] (A1) I can give information about my daily routines. [2012.R007-TUR/6-12] I can give information about my school. [2012.R007-TUR/6-12]
		Je peux dire en quelques phrases qui fait partie de ma famille et qui sont mes amis. [split]

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.	Can write simple sentences, using words given to them. (YL-M CanDo) I can write a list (e.g. a shopping list). [118.2010-SLO/6-10] 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] I can write shopping lists (Christmas presents,…). [116.2010-POR/6-10] I can write simple instructions ("Don't touch"; "Close the door"). [116.2010-POR/6-10] I can write words for different foods and for the clothes we wear. [11.2001-IE/PRI] I can write words about weather. [11.2001-IE/PRI] I can draw a map of another country and copy or write the names of the places. [11.2001-IE/PRI] I can copy the names of the buildings in my area and write what happens in them. [11.2001-IE/PRI] 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] 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 simple, everyday phrases and sentences. [86.2007-ARM/6-10] 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] 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] I can write the date, e.g. Thursday, 16th October, 2011. 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] 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] I can write a simple, short shopping list, e.g. milk, bread, cheese, tomatoes. [94.2008-AUS/6-10] 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] 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] I can write a simple, short story using given pictures and words, e.g. a story about school. [94.2008-AUS/6-10] I can write simple short dialogues. [2012.R007-TUR/6-12] I can copy words from the board. [11.2001-IE/PRI] I can copy words for colours and shapes from the board. [11.2001-IE/PRI] I can copy words about transport from the board. [11.2001-IE/PRI] I can copy the days of the week and the months of the year from the board. [11.2001-IE/PRI]

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 about different places from a map, poster or book. [11.2001-IE/PRI] I can copy words to label pictures of animals. [11.2001-IE/PRI] I can copy the names of the buildings in my area and write what happens in them. [11.2001-IE/PRI]
		Napišem ali prepišem preproste besede, na primer osnovne osebne podatke, kje živim, koliko sem star(a), števila, barve in predmeti …, [118.2010-SLO/6-10]
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.	I can write or copy words about the important places where I live. [11.2001-IE/PRI] I can write something about myself (e.g. name, age and where I live). [118.2010-SLO/6-10] I can write words and short sentences next to pictures. [118.2010-SLO/6-10] I can fill in the missing words in a short text. [118.2010-SLO/6-10] 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] 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] 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] 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] 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 the holidays using given pictures and words, e.g. In the winter holidays I am going skiing. [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 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] I can write how I am, and what I'm doing in short and simple texts. [2012.R007-TUR/6-12] I can write a simple personal description about myself. [2012.R007-TUR/6-12] I can write simple sentences about my school, my family or where I live. [2012.R007-TUR/6-12]
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
		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] 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] I can understand a range of familiar spoken phrases, e.g. basic phrases concerning myself, my family and school… [70.2006-UK/PRI] I can understand simple phrases and sentences concerning my family and my school. [2012.R007-TUR/6-12]
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 questions about myself. [11.2001-IE/PRI] 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 understand simple questions about myself (e.g. What's your name? What class are you in?). [118.2010-SLO/6-10] I can understand the teacher's instructions. [118.2010-SLO/6-10] I can understand questions about my name, age, and where I live. [86.2007-ARM/6-10] I can understand simple questions about myself, my family and my surroundings, when people speak slowly and clearly. [86.2007-ARM/6-10] 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] I can understand when I am asked personal questions: my name, age and where I live. [86.2007-ARM/6-10] 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]
Pre-A1		Pre-A1
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.	Relevant.	I can understand familiar words and phrases (e.g. numbers, days of the week, colours, weather). [118.2010-SLO/6-10] (A1) 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) I can understand when I am told the time. [11.2001-IE/PRI] (A1) I can understand when people greet me, ask me how I am and say good-bye to me. [86.2007-ARM/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 common words and names of everyday objects that are in my everyday life. [86.2007-ARM/6-10] (A1) I can understand numbers, prices and the time. [86.2007-ARM/6-10] (A1) I can understand days of the week and months of the year. [86.2007-ARM/6-10] (A1) I can understand when someone says the price of an object, e.g. The book costs 10 €. [94.2008-AUS/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
		I can understand when somebody greets me or says good-bye, e.g. Good morning, children! [94.2008-AUS/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 when someone says what time it is, e.g. It is half past four. [94.2008-AUS/6-10] (A1) 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) I can understand separate words frequently used in conversational phrases (e.g. greetings and farewell). [2012.R007-TUR/6-12] (A1) I can understand numbers and prices. [2012.R007-TUR/6-12] (A1) I can understand clock times, days, months and dates. [2012.R007-TUR/6-12] (A1) I can understand routine phrases such as "please" and "thank you." [2012.R007-TUR/6-12] (A1) I can understand simple classroom instructions such as "Sit down", "Wait", "Listen" [2012.R007-TUR/6-12] (A1)
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.	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 take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Relevant.	I can ask someone what they like or don't like. [118.2010-SLO/6-10] I can ask where someone lives, and say where I live. [118.2010-SLO/6-10] I can ask someone if they have brothers or sisters. [118.2010-SLO/6-10] 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]

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 simple, short questions about pets, e.g. My hamster's name is Hugo. What does your guinea pig eat? [94.2008-AUS/6-10] I can ask and answer questions about a person, family, and interests. [2012.R007-TUR/6-12]
		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 všec, kateri ne, kateri šport ti je všec, kaj rad ješ … [118.2010-SLO/6-10]
Can make an introduction and use basic greeting and leave-taking expressions.	Relevant.	I can introduce myself and other people. [118.2010-SLO/6-10] I can greet and respond to a greeting. [118.2010-SLO/6-10] 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] I can say hello and goodbye to my teachers and classmates. [116.2010-POR/6-10] 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] 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] 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] I can greet somebody and say good-bye in simple and short sentences, e.g. Good bye, Mr Miller! [94.2008-AUS/6-10] I can introduce myself and others in simple, short sentences, e.g. My name is Peter. I live in … [94.2008-AUS/6-10] I can introduce somebody and can use basic greetings and leave taking expressions. [2012.R007-TUR/6-12] I can greet and farewell in different time slices of a day. [2012.R007-TUR/6-12] I can introduce myself, my family and my friends. [2012.R007-TUR/6-12]
		Je peux présenter moi-même, ma famille et mon ami. [22.2001-CZ-11] – ND 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
Can ask how people are and react to news.	Relevant.	Can ask somebody about how they are and what they like doing and answer similar questions. (YL-M CanDo) I can ask how someone is, and say how I am. [118.2010-SLO/6-10] 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]
		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
Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	Relevant.	I can apologise. I can say thank you. [118.2010-SLO/6-10] (A1) I can say please and thank you. [116.2010-POR/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
		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
		I can tell the teacher if I need something. [11.2001-IE/PRI] I can ask for things in the classroom. [11.2001-IE/PRI] 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] I can ask people for things, and give people things when I am asked to. [86.2007-ARM/6-10] I can ask someone to play a game with me, e.g. Will you play catch with me? [94.2008-AUS/6-10] I can ask for and can give things. [2012.R007-TUR/6-12]
		Je peux demander quelque chose et j'en peux remercier. [22.2001-CZ-11]
OBTAINING GOODS AND SERVICES		OBTAINING GOODS & SERVICES
A1		A1
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 ask for things in shops and ask how much they cost. [11.2001-IE/PRI] I can ask people for things, and give people things when I am asked to. [86.2007-ARM/6-10] 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] I can ask for and can give things. [2012.R007-TUR/6-12]
		Je peux demander quelque chose et j'en peux remercier. [22.2001-CZ-11]
Can ask for food and drink using basic expressions.	Relevant.	I can name some foods and drinks.[118.2010-SLO/6-10] I can ask for food and drinks and say thank you, e.g. Cake and juice, please! [94.2008-AUS/6-10]
Can handle numbers, quantities, cost and time.	Relevant.	Can ask questions and use fixed expressions such as 'How much is/are…?' , 'What's the matter?', 'I'm good at…'. (YL-M CanDo) I can count to 20. [118.2010-SLO/6-10] I can count to 20. [116.2010-POR/6-10] I can use numbers, quantity, prices and time, size (by resorting to mime if necessary). [116.2010-POR/6-10]
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.	I can understand simple questions about myself (e.g. What's your name? What class are you in?). [118.2010-SLO/6-10] Can understand instructions given by the teacher in the classroom, such as 'You must do this', 'Take off your coats.' (YL-M CanDo)

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 understand the teacher's instructions. [118.2010-SLO/6-10] I can understand questions about myself. [11.2001-IE/PRI] 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 understand questions about my name, age, and where I live. [86.2007-ARM/6-10] I can understand simple questions about myself, my family and my surroundings, when people speak slowly and clearly. [86.2007-ARM/6-10] 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] I can understand when I am asked personal questions: my name, age and where I live. [86.2007-ARM/6-10] 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] 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]
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Relevant.	Can ask questions and use fixed expressions, such as 'How much is/are…?', 'What's the matter?', 'I'm good at…' (YL-M CanDo) Can ask questions about school activities, for example classroom tasks, homework, holidays. (YL-M CanDo) 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] I can ask somebody for help if I am worried or lost. [11.2001-IE/PRI] I can answer simple questions about the weather. [11.2001-IE/PRI] I can answer simple questions about what I do on different days. [11.2001-IE/PRI] I can answer questions about keeping a pet. [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 and answer simple questions on topics I know something about. [86.2007-ARM/6-10] 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] I can ask about the weather and talk about it, e.g. What is the weather like today? [94.2008-AUS/6-10] 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] 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] I can exchange ideas on numbers, quantities, costs, clock times, days, months and years. [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
		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 clani moje družine, ali imam hišnega ljubljencka, 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.	I can ask where someone lives, and say where I live. [118.2010-SLO/6-10] I can ask someone if they have brothers or sisters. [118.2010-SLO/6-10] I can ask someone what they like or don't like. [118.2010-SLO/6-10] I can answer some questions about myself and my family and say if I like something. [11.2001-IE/PRI] I can give my name and address and the name of my school to a person who is helping me. [11.2001-IE/PRI] I can answer some questions about where I live. [11.2001-IE/PRI] I can answer some questions about where my family came from. [11.2001-IE/PRI] I can answer questions about where I have been in my area. [11.2001-IE/PRI] 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] 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] 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] 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]
		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.	I can count to 20. [118.2010-SLO/6-10] I can count to 20. [116.2010-POR/6-10] I can use numbers, quantity, prices and time, size (by resorting to mime if necessary). [116.2010-POR/6-10]
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.	I can say which season, month or day it is, and what the time is. [118.2010-SLO/6-10] I can name the days of the week and the months of the year. [11.2001-IE/PRI] 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)
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-sporocilo; dopolnim preprost obrazec z osebnimi podatki …; [118.2010-SLO/6-10] Napišem nekaj povedi s pomocjo predloge ali vzorca, na primer razglednico, opombo ob slicici, kratko sporocilo, 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		
Collaborating in a group		
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		
Leading group work		
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.	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] I can identify figures, shapes, colours, time – the hours, prices. [116.2010-POR/6-10] 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] I can understand the words for people who help us. [11.2001-IE/PRI] I can understand the words for different types of weather. [11.2001-IE/PRI] I can understand the main words about travelling. [11.2001-IE/PRI] I can understand the words for the holidays and festivals during the school year. [11.2001-IE/PRI]

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 understand the names for people who work and live in my town or area. [11.2001-IE/PRI] I can understand the days of the week. [11.2001-IE/PRI] I can understand when I am told the time. [11.2001-IE/PRI] I can recognise the names of other countries in the world. [11.2001-IE/PRI] I can understand the names of some animals and plants. [11.2001-IE/PRI] I can understand the words for the main places in the town or village where I live. [11.2001-IE/PRI] I can understand common words and names of everyday objects that are in my everyday life. [86.2007-ARM/6-10] I can understand days of the week and months of the year. [86.2007-ARM/6-10] I can understand some geographical names. [86.2007-ARM/6-10] 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] I can understand the names of clothes I wear to school and the food that I eat in school. [11.2001-IE/PRI] I can understand the words for colours and shapes. [11.2001-IE/PRI] I can identify names of shops or places (chemist's, baker's, school, post office, football field, …) [116.2010-POR/6-10]I can name some animals. [118.2010-SLO/6-10] I can count to 20. [118.2010-SLO/6-10] I can count to 20. [116.2010-POR/6-10] I can name some foods and drinks. [118.2010-SLO/6-10] 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] 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] I can write words for different foods and for the clothes we wear. [11.2001-IE/PRI] I can say the words for the seasons and for the weather in different seasons. [11.2001-IE/PRI] I can name the days of the week and the months of the year. [11.2001-IE/PRI] I can tell the names of all the animals I know. [11.2001-IE/PRI] I can give the names of the buildings in my area. [11.2001-IE/PRI]
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.	I can copy simple words and short sentences. [118.2010-SLO/6-10] I can copy words and short sentences. [116.2010-POR/6-10] I can copy words from the board. [11.2001-IE/PRI] I can copy words for colours and shapes from the board. [11.2001-IE/PRI] I can copy some sentences about people who help. [11.2001-IE/PRI] I can copy words about transport from the board. [11.2001-IE/PRI] I can copy sentences about seasons and festivals from the board. [11.2001-IE/PRI] I can write or copy words about the important places where I live. [11.2001-IE/PRI] I can copy the days of the week and the months of the year from the board. [11.2001-IE/PRI] I can copy words about different places from a map, poster or book. [11.2001-IE/PRI] I can draw a map of another country and copy or write the names of the places. [11.2001-IE/PRI] I can copy words to label pictures of animals. [11.2001-IE/PRI] I can copy the names of the buildings in my area and write what happens in them. [11.2001-IE/PRI] I can copy words and sentences, e.g. from diagrams or instructions. [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
		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.	I can introduce myself and other people. [118.2010-SLO/6-10] I can greet and respond to a greeting. [118.2010-SLO/6-10] I can apologise. I can say thank you. [118.2010-SLO/6-10] I can say please and thank you. [116.2010-POR/6-10] I can say hello and goodbye to my teachers and classmates. [116.2010-POR/6-10] I can ask for permission (to leave the classroom, to go to the toilet, to speak in the classroom). [116.2010-POR/6-10] I can make and reply to simple requests. [116.2010-POR/6-10] I can ask permission to go to the toilet. [11.2001-IE/PRI] 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] I can apologize and thank someone. (Use words like "excuse me", "sorry", "thank you", etc.). [86.2007-ARM/6-10] 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] I can greet somebody and say good-bye in simple and short sentences, e.g. Good bye, Mr Miller! [94.2008-AUS/6-10] I can ask my teacher for something and say thank you, e.g. May I open the door? [94.2008-AUS/6-10] I can introduce myself and others in simple, short sentences, e.g. My name is Peter. I live in … [94.2008-AUS/6-10] I can introduce somebody and can use basic greetings and leave taking expressions. [2012.R007-TUR/6-12] I can ask for and can give things. [2012.R007-TUR/6-12] I can greet and farewell in different time slices of a day. [2012.R007-TUR/6-12] I can introduce myself, my family and my friends. [2012.R007-TUR/6-12] I can give thanks and excuses by using simple sentences such as ´Thank you´, ´Excuse me´, ´Sorry´, etc. [2012.R007-TUR/6-12]

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		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
BUILDING ON PLURILINGUAL REPERTOIRE		BUILDING ON PLURILINGUAL REPERTOIRE
A1		A1
Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.	Relevant.	

Levels A2 / A2+		
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
A2+		A2+
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	Partially relevant, with "needs of a concrete type" likely to be fairly restricted (e.g. needs related to classroom interactions, free-time activities, etc.)	
A2		A2
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.	Partially relevant, with "areas of most immediate priority" likely to be fairly restricted (to family and school life, everyday and free-time activities, immediate environment).	I can understand common words and sentences related to family, jobs, animals, hobbies, means of transport and travelling, signs of illness ("I've got a headache"; "I've got a toothache," …) [116.2010-POR/6-10] I can understand simple information on school activities and schedule. [116.2010-POR/6-10] I can understand short stories. [116.2010-POR/6-10] I can understand some nursery rhymes and songs. [116.2010-POR/6-10] I can understand things that I must tell my parents. [11.2001-IE/PRI] I can understand when we need special clothes for school. [11.2001-IE/PRI] I can understand what foods we are allowed to bring to school. [11.2001-IE/PRI] I can understand when I am told about people who can help me. [11.2001-IE/PRI] I can understand words and phrases that are commonly heard (e.g. hobbies, holiday, music, TV, cartoons, journey). [86.2007-ARM/6-10] I can determine the main points in short, simple stories and fairy tales. [86.2007-ARM/6-10] I can understand when someone gives me information about a product I am familiar with in simple sentences, e.g. a computer game. [94.2008-AUS/6-10] I can understand when someone tells the time, e.g. a television announcer. [94.2008-AUS/6-10] I can understand simple information about the days of the week, the months of the year, seasons and names of festive occasions, e.g. how someone would like to celebrate his/her birthday. [94.2008-AUS/6-10] I can understand simple statements about animals I know, e.g. what cats eat. [94.2008-AUS/6-10] I can understand a simple story, e.g. about an exciting event at school. [94.2008-AUS/6-10] I can understand simple role-play, e.g. a conversation between two people. [94.2008-AUS/6-10]
		Je peux comprendre, si quelqu'un me parle très simplement et lentement de soi-même et de sa famille. [split] Je peux comprendre, quand on parle simplement des personnes, leurs familles et leurs passe-temps. [22.2001-CZ-11]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
A2+		A2+
Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.	Relevant.	I can generally understand the topic of discussion, when people speak slowly and clearly. [86.2007-ARM/6-10] (A2) I can generally understand the main points of the speech around me, provided people speak clearly and in standard dialect. [86.2007-ARM/6-10] (A2) I can distinguish the tense forms, and understand when people speak about the present, past or future. [86.2007-ARM/6-10] (A2) I can understand discussions on topics I am familiar with (school, classes, leisure, etc.) if people speak slowly and clearly. [86.2007-ARM/6-10] (A2)
Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.	Relevant.	
A2		A2
Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	Relevant.	I can understand the main point(s) and some of the detail from a short dialogue. [118.2010-SLO/6-10] I can understand what my friends are saying. [11.2001-IE/PRI] I can understand the main points when other people talk about weather. [11.2001-IE/PRI] I can understand talk or stories about different people's jobs. [11.2001-IE/PRI] I can understand when two students talk about their schools. [2012.R007-TUR/6-12] I can understand expressions such as greetings, farewell, apologies and thanks. [2012.R007-TUR/6-12]
		Razumem bistvo preprostega mnenja, na primer pogovor otrok, ki se pogovarjajo o tem, ali jim je bila risanka ali pravljica všec ali ne; opise ljudi in kaj imajo obleceno …; [118.2010-SLO/6-10]
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
A2+		A2+
Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).	Relevant, e.g. school talk / demonstration at a museum targeted at children.	
A2		A2
Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.	Relevant.	I can understand when my teacher reads a short story showing pictures or with gestures. [2012.R007-TUR/6-12]
Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'	Relevant.	I can understand a simple text being read from a school book or CD, a story about a school event. [94.2008-AUS/6-10] I can understand when the teacher tells us about weather. [11.2001-IE/PRI]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can understand when the teacher talks about transport. [11.2001-IE/PRI] I can understand the main words about seasons and festivals when the teacher talks about them in class. [11.2001-IE/PRI] I can understand when the teacher is talking about something that happened in the past. [11.2001-IE/PRI] I can understand the main words in stories or classes about another country. [11.2001-IE/PRI] I can understand when the teacher is talking about animals or plants in the class. [11.2001-IE/PRI] I can understand when the teacher talks about our area and the important things that are in it. [11.2001-IE/PRI]
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS
A2+		A2+
Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly.	Relevant.	I can follow and understand simple oral, video- or audio recorded instructions on familiar topic. [86.2007-ARM/6-10] (B1) I can understand general instructions and explanations when spoken clearly, e.g. instructions on a school outing. [94.2008-AUS/6-10] (B1) I can understand instructions, requests, questions, and pieces of information with little effort. [2012.R007-TUR/6-12] (B1)
Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.	Relevant.	I can understand the gist of public announcements at school, at the airport, at the railway station or at the bus station. [2012.R007-TUR/6-12] (A2) I can understand a simple announcement, e.g. a person being paged at a train station. [94.2008-AUS/6-10] (A2) I can understand announcements in school. [11.2001-IE/PRI
A2		A2
Can catch the main point in short, clear, simple messages and announcements.	Relevant.	I can understand simple, short, clear messages and announcements. [86.2007-ARM/6-10]
Can understand simple directions relating to how to get from X to Y, by foot or public transport.	Partially relevant: could work towards this with age appropriate tasks, such as directions within a school environment.	I can understand simple directions, e.g. how to get from one place to another place, on foot or by public transport. [86.2007-ARM/6-10] I can understand when someone explains how to go somewhere. [86.2007-ARM/6-10] I can understand when someone describes how to get to a certain place in simple sentences, e.g. how to get to the hospital. [94.2008-AUS/6-10] I can understand when somebody tells me how to get somewhere. [2012.R007-TUR/6-12]
		Je peux comprendre des directions simples. [22.2001-CZ-11]
Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.	Relevant.	I can understand pieces of advice and notices ("Take your scarf, it's cold!"; "Don't throw papers onto the floor!'; Don't cross the street with red lights on!" [116.2010-POR/6-10] I can understand simple recipes (how to make scrambled eggs, jelly, fruit salad, …) [116.2010-POR/6-10] I understand what the teacher says in P.E. [11.2001-IE/PRI] I can understand instructions that include colours, shapes or opposites. [11.2001-IE/PRI] I can understand when somebody who is helping me tells me what to do. [11.2001-IE/PRI]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can understand my teacher's instructions and announcements, instructions for art & crafts work. [94.2008-AUS/6-10] I can understand simple instructions in the PE lesson, e.g. how I should move. [94.2008-AUS/6-10]
LISTENING TO AUDIO MEDIA AND RECORDINGS		LISTENING TO AUDIO MEDIA AND RECORDINGS
A2+		A2+
Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.).	Relevant.	
Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.	Relevant.	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage, e.g. children talking about their likes and dislikes; descriptions of people and what they are wearing… [70.2006-UK/PRI] (A2)
A2		A2
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	Relevant.	Can understand audio and video clips used in the English lesson. (YL-F CanDo) I can understand the main points of a longer spoken passage about everyday matters (e.g. what somebody likes/ dislikes, what people are wearing, etc.). [118.2010-SLO/6-10] I can understand the main points and some of the detail from a short spoken passage, e.g. sentences describing people, what they are wearing, what they are doing… [70.2006-UK/PRI] I can understand spoken passages referring to past or future events, e.g. someone giving details of what he or she did on holiday or at the weekend; a telephone conversation arranging to meet someone; a conversation in which people talk about what they are going to do at the weekend…[70.2006-UK/PRI] I can understand a simple text being read from a school book or CD, a story about a school event. [94.2008-AUS/6-10]
		Quand on parle dans les enregistrements qui sont courts et clairs de quelque chose que je connais, je comprends des renseignements importants. [22.2001-CZ-11]
Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.	Relevant.	I can understand the main information in short, recorded messages on TV or radio programmes about current events and everyday life, if they are delivered slowly and clearly. [86.2007-ARM/6-10] I can understand simple statements about the weather, e.g. the weather forecast on a children's programme. [94.2008-AUS/6-10] (medium not specified)
Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.	Relevant.	I can understand short stories, some nursery rhymes and songs. [116.2010-POR/6-10] (medium not specified)
Audio-visual Reception		
WATCHING TV AND FILM		WATCHING TV AND FILM
A2+		A2+
Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.	Relevant.	
A2		A2
Can follow changes of topic of factual TV news items, and form an idea of the main content.	Relevant, e.g. video clips shown in class.	Can understand audio and video clips used in the English lesson. (YL-F CanDo) I can understand some pieces of news on TV about things that interest me. [116.2010-POR/6-10] I can understand the main points in cartoons and children's films on common topics. [86.2007-ARM/6-10] I can understand the main information in short, recorded messages on TV or radio programmes about current events and everyday life, if they are delivered slowly and clearly. [86.2007-ARM/6-10] I can understand simple statements about the weather, e.g. the weather forecast on a children's programme. [94.2008-AUS/6-10] (medium not specified) I can understand simple statements when I watch a cartoon on TV even if I don't know all the individual words. [2012.R007-TUR/6-12] I can understand the content with the help of images when I watch a documentary on TV. [2012.R007-TUR/6-12]
Written Reception		
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
A2+		A2+
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	Relevant (with "school-related" rather than "job-related" language).	I can read about how we keep our area clean. [11.2001-IE/PRI] (A2) I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer written passage, e.g. a postcard or letter from a penpal; a written account of school life, a poem or part of a story… [70.2006-UK/PRI] (A2) I can understand longer passages and distinguish present and past or future events, e.g. a short story; a description of someone's day; a letter in which someone describes a person or place, an excursion… [70.2006-UK/PRI] (A2) I can read a short simple text and understand the main idea (e.g. a short article about an event in a newspaper or a magazine), if the text is about a topic I am interested in and is written in simple language. [86.2007-ARM/6-10] (A2) I can read and understand simple role-play, e.g. a conversation between friends. [94.2008-AUS/6-10] (A2)
A2		A2
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	Relevant.	I can read short sentences with familiar and new words, even if with help. [116.2010-POR/6-10] I can read words that I already know. [11.2001-IE/PRI] I can read words that I know in a book. [11.2001-IE/PRI] I can understand the main points and some of the detail from a short written passage, e.g. three to four sentences of information about my e-pal; a description of someone's school day… [70.2006-UK/PRI] I can read and understand short texts, stories related to my everyday life or things I do, when the texts and stories include frequently used or international words. [86.2007-ARM/6-10] I can understand simple short texts with the help of pictures and drawings. [2012.R007-TUR/6-12]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
READING CORRESPONDENCE		READING CORRESPONDENCE
A2+		A2+
Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.	Partially relevant: e.g. pen pal letters and emails.	
Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.	Relevant.	
A2		A2
Can understand short simple personal letters.	Relevant.	I can read short email letters, letters and postcards. [116.2010-POR/6-10] I can read notices, invitations, messages. [116.2010-POR/6-10] I can understand short simple personal letters. [86.2007-ARM/6-10] I can read and understand a personal letter from my family or friends, e.g. a letter from their holidays. [94.2008-AUS/6-10] I can understand e-mails, personal letters or short notes about summer holidays or daily life. [2012.R007-TUR/6-12]
		Je peux comprendre des lettres et des messages courts et simples. [22.2001-CZ-11]
Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).	Partially relevant: could work towards this with age appropriate tasks.	
READING FOR ORIENTATION		READING FOR ORIENTATION
A2+		A2+
Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.	Relevant.	
Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).	Partially relevant: could work towards this with age appropriate materials or texts.	
A2		A2
Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	Relevant.	I can find specific information in simple texts. [118.2010-SLO/6-10] I can read menus, maps (e.g. the underground map). [116.2010-POR/6-10] I can read the names of foods in the supermarket or in a café. [11.2001-IE/PRI] I can read and understand a simple printed programme, e.g. the programme of a school festival. [94.2008-AUS/6-10] I can read book titles, newspaper or magazine headlines. [116.2010-POR/6-10] I can read and understand simple information about the days of the week, months of the year, seasons or names of festive occasions with the help of pictures, e.g. what special occasions are planned for the year ahead. [94.2008-AUS/6-10]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can read and understand schedules to find out when the bus leaves, or when the plane arrives. [86.2007-ARM/6-10]
		Je peux trouver les renseignements nécessaires dans des textes courts (par exemple dans un magazine, sur une affiche, dans un menu). [22.2001-CZ-11] – ND
Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman).	Relevant.	I can look for and find necessary information in various lists, directories, and signs (e.g. find where a specific street, store, or fire station is located). [86.2007-ARM/6-10]
Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.	Relevant, e.g. notices in public places, at school.	I can read notice boards and posters. [116.2010-POR/6-10] I can read a notice about something that will happen at a particular time and on a particular day. [11.2001-IE/PRI]
READING FOR INFORMATION AND ARGUMENT		READING FOR INFORMATION AND ARGUMENT
A2+		A2+
Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can find specific information in simple texts. [118.2010-SLO/6-10] (A2) I can find information about myself in a friend's diary. [2012.R007-TUR/6-12] (A2)
Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can understand the main points of short texts dealing with everyday topics (e.g. life style, hobbies, sports, weather) .	Relevant.	I can understand the main points and some of the details from a short passage. [118.2010-SLO/6-10] (A2) I can understand when a book is about history, sport or wildlife. [11.2001-IE/PRI] (A2) Can understand longer texts about everyday topics, even if they do not know all the words. (YL-F CanDo)
A2		A2
Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.	Relevant.	I can read simple descriptions (of people, places…) [116.2010-POR/6-10] I can understand about clothes when I read a story. [11.2001-IE/PRI] I can read the words for colours, shapes and opposites in a story. [11.2001-IE/PRI] I can read a short story about a person who helps others. [11.2001-IE/PRI] I can read the important words about transport. [11.2001-IE/PRI] I can read about a season or festival and use pictures to help me understand. [11.2001-IE/PRI] I can read important information about places where I live. [11.2001-IE/PRI] I can read about another country using pictures to help me. [11.2001-IE/PRI] I can read about animals when there are pictures to help me. [11.2001-IE/PRI] I can read about how we keep our area clean. [11.2001-IE/PRI] I can read and understand a simple illustrated text about the body and feelings, e.g. a text about a lucky or unlucky coincidence. [94.2008-AUS/6-10] I can read and understand simple illustrated texts about nature, e.g. a text about life on a farm. [94.2008-AUS/6-10]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can read about weather when there are pictures or diagrams to help me. [11.2001-IE/PRI] I can read and understand simple weather information with the help of pictures, the weather forecast in a children's newspaper. [94.2008-AUS/6-10] I can read and understand a simple illustrated text about means of transport and transportation, e.g. how fruit travels from the farmer to my home. [94.2008-AUS/6-10]
Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.	Relevant.	I can understand a brochure, an advertisement or a written announcement that describe something with the help of pictures and drawings. [2012.R007-TUR/6-12] I can gather important information from the written with the help of names, numbers, and pictures. [2012.R007-TUR/6-12]
Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.	Relevant.	I can read and understand illustrated simple texts in school books, e.g. a text in a general knowledge book. [94.2008-AUS/6-10]
Can understand the main points in short news items on subjects of personal interest (for example sport, celebrities).	Relevant.	
Can understand most of what people say about themselves in a personal ad. or post and what they say they like in other people.	Relevant.	
READING INSTRUCTIONS		READING INSTRUCTIONS
A2+		A2+
Can understand regulations, for example safety, when expressed in simple language.	Relevant.	
Can understand short written instructions illustrated step by step (e.g. for installing new technology).	Relevant.	
A2		A2
Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.	Partially relevant: if subject matter is familiar.	I can read simple instructions (e.g. a game, directions). [116.2010-POR/6-10] I can understand instructions and regulations written in simple language (e.g. how to use a phone). [86.2007-ARM/6-10] I can understand instructions and directions for computer programmes. [86.2007-ARM/6-10]
Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.	Relevant.	I can read forms (instructions to fill in). [116.2010-POR/6-10] I can read and understand short, simple instructions to a game if pictures are included, e.g. Change places with your neighbour! [94.2008-AUS/6-10] (A1) I can read and understand simple instructions given by my teacher, e.g. information about our next field trip. [94.2008-AUS/6-10] I can read and understand instructions for a game, with the help of pictures, e.g. instructions for a board game. [94.2008-AUS/6-10] I can read and understand simple directions how to get to a certain place, e.g. how to get to the town hall. [94.2008-AUS/6-10] I can understand simple non-fiction texts that explain how to do something with pictures or tables. [2012.R007-TUR/6-12]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.	Relevant.	I can read and understand a simple recipe with the help of pictures, e.g. a recipe for soup. [94.2008-AUS/6-10]
Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.'	Relevant.	
READING AS A LEISURE ACTIVITY		READING AS A LEISURE ACTIVITY
A2+		A2+
Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.	Relevant.	
Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).	Partially relevant: if subject matter is familiar.	I can read a short simple text and understand the main idea (e.g. a short article about an event in a newspaper or a magazine), if the text is about a topic I am interested in and is written in simple language. [86.2007-ARM/6-10] (A2)
A2		A2
Can understand short narratives and descriptions of someone's life that are written in simple words.	Relevant.	I can read and understand an illustrated simple story, e.g. a fairy tale. [94.2008-AUS/6-10] I can read short stories with illustrations; comics, simple poems already familiar to me, song lyrics. [116.2010-POR/6-10]
Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.	Relevant.	
Can understand much of the information provided in a short description of a person (e.g. a celebrity).	Relevant.	
Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.	Partially relevant: if subject matter is familiar.	
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES AND INFERRING (Spoken & Written)
A2+		A2+
Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	Relevant, using the overall meaning or other types of cues.	I can guess the meaning of an unfamiliar word if I know the other words in the sentence. [86.2007-ARM/6-10] (NL)
Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.	Partially relevant: with support and guidance given as necessary.	I can guess the meaning of words that are familiar to me from other languages, even if the pronunciation is different. [86.2007-ARM/6-10] (NL) I can guess or understand the meaning of some unfamiliar words by the similarities with words in other foreign languages I know. [86.2007-ARM/6-10] (NL)
A2		A2
Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc.	Partially relevant: if he/she has necessary background knowledge.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can exploit numbers, dates, names, proper nouns etc. to identify the topic of a text.	Partially relevant: if subject matter is familiar.	
Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).	Partially relevant: if he/she has necessary background knowledge.	
A1		
Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Partially relevant: if he/she has necessary background knowledge.	
Production Activities		
Spoken Production		
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
A2+		A2+
As A2		
A2		A2
Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.	Relevant.	I can sing a song. [116.2010-POR/6-10] I can talk about my parents' provenance, pets, my favourite colours, my daily routine (at home, at school, hobbies), my likes and dislikes, my favourite places, what I usually watch on TV, what I do at home, future plans (e.g. holidays). [116.2010-POR/6-10]
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
A2+		A2+
Can tell a story or describe something in a simple list of points.	Relevant.	I can tell a simple story with the help of words or pictures provided. [118.2010-SLO/6-10] (A2) I can tell the story of what I saw on television. [11.2001-IE/PRI] (A2) I can give short simple descriptions of events or tell a short story. [86.2007-ARM/6-10] (A2) I can tell a story or describe something. [86.2007-ARM/6-10] (A2) I can describe my favourite animal in simple sentences, e.g. my pet. [94.2008-AUS/6-10] (A2) I can describe a plant in simple sentences, e.g. my favourite flower. [94.2008-AUS/6-10] (A2) I can retell a familiar story in simple sentences, e.g. a story in a reading book. [94.2008-AUS/6-10] (A2)
		[Split] S pomocjo danih besed ali slik znam povedati preprosto zgodbo, ce se na to pripravim. [118.2010-SLO/6-10] (A2)
Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	Relevant.	I can talk about my favourite place or activity. [11.2001-IE/PRI] (A2) I can describe a vehicle in simple sentences, e.g. a bicycle. [94.2008-AUS/6-10] (A2) I can talk about the weather that I like. [11.2001-IE/PRI] (A2)

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can tell my teacher about the weather outside. [11.2001-IE/PRI] (A2) I can give a brief account of the essential parts of texts that I have read or heard. [2012.R007-TUR/6-12] (A2)
Can give short, basic descriptions of events and activities.	Relevant.	Can talk briefly about things they have done, for example about their favourite holiday (YL-F CanDo) (A2) I can describe a meal in my home. [11.2001-IE/PRI] (A2) I can describe a popular game in simple sentences, e.g. a ball game. [94.2008-AUS/6-10] I can talk about how I like to travel and experiences I have had when travelling. [11.2001-IE/PRI] (A2) I can describe special celebrations to my teacher or class. [11.2001-IE/PRI] (A2) I can tell my teacher and class about animals I have seen or kept as pets. [11.2001-IE/PRI] (A2) I can give short simple descriptions of events or tell a short story. [86.2007-ARM/6-10] (A2) I can talk in simple sentences about a special event during the year, e.g. about a family celebration. [94.2008-AUS/6-10] (A2) I can report about a trip I took, in simple sentences, e.g. a trip in my summer holidays. [94.2008-AUS/6-10] (A2) I can talk about what I have seen, heard or read in simple sentences. [2012.R007-TUR/6-12] (A2) I can briefly talk about events, experiences, and activities if I am prepared. [2012.R007-TUR/6-12] (A2)
Can describe plans and arrangements, habits and routines, past activities and personal experiences.	Relevant.	I can describe my school activities. [116.2010-POR/6-10] (A2) I can describe what happens at different times in school. [11.2001-IE/PRI] (A2) I can tell what I usually do at home, at school and at my leisure time (e.g. what I do in the morning, after classes or in the evening, etc.) [86.2007-ARM/6-10] (A2) I can talk about my hobby, for example sports, books, games, my toys, etc. [86.2007-ARM/6-10] (A2) I can describe my habits. [86.2007-ARM/6-10] (A2) I can talk about my daily activities (e.g. how I spend my time at school and during the week). [86.2007-ARM/6-10] (A2) I can talk about what has happened or what I have done in simple words (e.g. what I did last Sunday or during the holidays). [86.2007-ARM/6-10] (A2) I can describe what I intend to do and for what purpose. [86.2007-ARM/6-10] (A2) I can talk about what I did yesterday, last week-end, or during the holidays. [86.2007-ARM/6-10] (A2) I can talk about what I am going do tomorrow, next week-end, or on holiday. [86.2007-ARM/6-10] (A2) I can talk about my weekly plan in simple sentences, e.g. what I do from Monday to Sunday. [94.2008-AUS/6-10] (A2) I can talk about what I did in the holidays in simple sentences, e.g. what I did in my winter holidays. [94.2008-AUS/6-10] (A2) I can say which food and drinks I like or dislike, in simple sentences, e.g. that I really like pizza and apple juice but don't like fish. [94.2008-AUS/6-10]
		Je peux parler de ce que je fais régulièrement (par exemple je peux parler de mon emploi de temps scolaire et ma semaine). [split] Je peux dire ce que j'ai fait hier, pendant le week-end ou pendant mes vacances. [split]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		Je peux dire ce que je vais faire demain, pendant le week-end et pendant les vacances. [22.2001-CZ-11]
Can use simple descriptive language to make brief statements about and compare objects and possessions.	Relevant.	I can use simple words to describe things and compare them. [86.2007-ARM/6-10] (A2)
Can explain what he/she likes or dislikes about something.	Relevant.	I can explain why I like particular places or activities. [11.2001-IE/PRI] (A2) I can explain what I like, what I do not like and why. [86.2007-ARM/6-10] (A2) I can explain what I like/ dislike about a story in simple sentences and give reasons why, e.g. what I like about a story in a children's book. [94.2008-AUS/6-10] (A2) I can voice and explain my opinion about a familiar topic, e.g. why I like or dislike something. [94.2008-AUS/6-10] (B1)
A2		A2
Can describe his/her family, living conditions, educational background, present or most recent job.	Partially relevant: if topic is familiar (e.g. parent's job)	I can build short sentences to describe what I look like (the colour of my eyes and air, height, …), my family and friends. [116.2010-POR/6-10] I can say the members of the family (father/mother, brother/sister, grandfather/grandmother, …) and some jobs and work places (teacher/school, mechanic/garage, mason/construction, doctor/hospital, …). [116.2010-POR/6-10] I can describe in a few sentences where I go to school and what I am studying. [86.2007-ARM/6-10] I can describe where I live and study (my city, village, district, street, school, house/apartment, etc.) [86.2007-ARM/6-10] I can talk about a family event in simple sentences, e.g. about a birthday party. [94.2008-AUS/6-10] I can talk about a school event in simple sentences, e.g. about a celebration. [94.2008-AUS/6-10] I can describe my family, home, my surroundings, myself, and say something about my hobbies and my school. [2012.R007-TUR/6-12] I can talk in simple sentences about a subject that I am interested in if I am properly prepared. [2012.R007-TUR/6-12]
		Znam opisati svojo sobo, šolski dan, športno dejavnost, pot do šole …; [Split] [118.2010-SLO/6-10]
Can describe people, places and possessions in simple terms.	Relevant.	I can build short sentences to describe what I look like (the colour of my eyes and hair, height, …), my family and friends. [116.2010-POR/6-10] I can describe my way to school. [118.2010-SLO/6-10] I can talk about the colour of my hair and eyes and how tall I am. [11.2001-IE/PRI] I can describe things by colour, size and shape. [11.2001-IE/PRI] I can talk about the different clothes we wear for different kinds of weather. [11.2001-IE/PRI] I can tell the teacher or class about the country my family came from. [11.2001-IE/PRI] I can describe my friends, acquaintances, school and teacher in simple sentences. [86.2007-ARM/6-10] I can describe different places and objects in a simple way. [86.2007-ARM/6-10] I can describe a person in simple sentences, e.g. a friend. [94.2008-AUS/6-10] I can describe my clothing in simple sentences, e.g. what I am wearing today. [94.2008-AUS/6-10]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		Je peux décrire de façon simple l'animal, l'objet ou le lieu que je connais. [22.2001-CZ-11] Je peux me décrire moi-même, ainsi que ma famille, mes amis et d'autres personnes de façon simple. [22.2001-CZ-11] – ND
Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).	Relevant.	
Can briefly talk about what he/she plans to do at the weekend or during the holidays.	Relevant.	
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
A2+		A2+
As A2		
A2		A2
Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'	Relevant.	I can give simple directions how to get to a certain place, e.g. how to get from school to the hospital. [94.2008-AUS/6-10] I can describe how something works or how to do something. [2012.R007-TUR/6-12]
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)		SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)
A2+		A2+
Can explain what he/she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.	Relevant.	
A2		A2
Can present his/her opinion in simple terms, provided listeners are patient.	Relevant.	
PUBLIC ANNOUNCEMENTS		PUBLIC ANNOUNCEMENTS
A2+		A2+
As A2		
A2		A2
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.	Relevant.	
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
A2+		A2+
Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can cope with a limited number of straightforward follow up questions.	Partially relevant: if subject matter is familiar.	
A2		A2
Can give a short, rehearsed, basic presentation on a familiar subject.	Relevant, e.g. giving short talks in class.	I can give a short prepared talk on a topic of my choice. [118.2010-SLO/6-10] I can describe special celebrations to my teacher or class. [11.2001-IE/PRI] I can tell the teacher or class about the country my family came from. [11.2001-IE/PRI] I can tell my teacher and class about animals I have seen or kept as pets. [11.2001-IE/PRI] I can give a short prepared talk, on a topic of my choice, including expressing my opinions, e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class… [70.2006-UK/PRI] I can give a short prepared talk, on a topic of my choice expressing opinions and answering simple questions about it, e.g. talking about my classroom and school, asking and answering questions on favourite sport or a story… [70.2006-UK/PRI] I can present a topic which interests me, in simple sentences, with appropriate preparation, e.g. a presentation about an animal which interests me. [94.2008-AUS/6-10] I can report on a simple topic if I am prepared. [2012.R007-TUR/6-12] I can present teamwork results in a few sentences. [2012.R007-TUR/6-12]
		Znam izpeljati kratek govorni nastop na izbrano temo, ce se nanj pripravim. V njem na preprost nacin izrazim svoje mnenje. Govorim lahko na primer o svojem razredu in šoli; najljubšem športu; predstavim lahko kratko zgodbo … [118.2010-SLO/6-10] Znam izpeljati kratek govorni nastop na izbrano temo, ce se nanj pripravim. Na preprost nacin znam izraziti svoje mnenje. Govorim lahko na primer o predvajani risanki; predstavim del zgodbe; opišem sliko …; [118.2010-SLO/6-10]
Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.	Relevant.	
Written Production		
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
A2+		A2+
As A2		
A2		A2
Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because.'	Relevant.	I can write simple phrases and sentences linking them with simple connectives like 'and', 'but', 'because". [86.2007-ARM/6-10] I can write a short text, using simple sentence connectors such as "and", "but", and "then". (A1)

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
CREATIVE WRITING		CREATIVE WRITING
A2+		A2+
Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences.	Relevant.	I can write a little about my school and my friends. [11.2001-IE/PRI] (A2) I can write a little about what we are doing in class. [11.2001-IE/PRI] (A2) I can write sentences about weather, the days I like and the clothes we need. [11.2001-IE/PRI] (A2) I can write some sentences about life in another country. [11.2001-IE/PRI] (A2) I can write news about what is happening in our area. [11.2001-IE/PRI] (A2) I can write some words and sentences that describe people and things. [86.2007-ARM/6-10] (A2) I can write about my daily routine and describe people and places I know with connected simple sentences. [86.2007-ARM/6-10] (A2) I can describe an animal in simple sentences, using given words, e.g. my favourite animal. [94.2008-AUS/6-10] (A2) I can write a simple weather forecast using given words, e.g. today's weather. [94.2008-AUS/6-10] (A2) I can describe an item of clothing in simple sentences, e.g. my favourite jeans. [94.2008-AUS/6-10] (A2) I can give simple directions, using given words, e.g. how to get to the bus stop from school. [94.2008-AUS/6-10] (A2) I can describe an item I want to buy using given words, e.g. a card game. [94.2008-AUS/6-10] (A2) I can write a simple role-play using given words, e.g. a shopping dialogue. [94.2008-AUS/6-10]
Can write very short, basic descriptions of events, past activities and personal experiences.	Relevant.	I can write sentences about travelling and transport and about a journey that I have had. [11.2001-IE/PRI] (A2) I can write news about a special event in school or in my home. [11.2001-IE/PRI] (A2) I can write sentences or news about places and events in my area. [11.2001-IE/PRI] (A2) I can write about my favourite time. [11.2001-IE/PRI] (A2) I can write a simple text (e.g. about holidays, hobbies, outings). [118.2010-SLO/6-10] (A2) I can write in short sentences about myself, what I've done, what has happened to me, and what I do or will do. [86.2007-ARM/6-10] (A2) I can write a simple programme for an event using given words, e.g. a programme for a festivity. [94.2008-AUS/6-10] (A2) I can write simple sentences about days of the week, months of the year, seasons and names of festive occasions using given words, e.g. what I am planning to do the following weekend. [94.2008-AUS/6-10] (A2)
		Je peux décrire de façon simple ce qui s'est passé. [22.2001-CZ-11]
Can tell a simple story (e.g. about events on a holiday or about life in the distant future).	Relevant.	I can write simple texts telling what I have done or seen, for example about a trip or a journey. [86.2007-ARM/6-10] (A2)
A2		A2
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	Relevant (with 'job' interpreted as school activities or e.g. parents' job).	I can write sentences with familiar and new words, even if I need help. [116.2010-POR/6-10] I can write captions of pictures or photos, simple instructions (how to play a game, to go to a place), recipes, short pieces of news for the school newspaper, simple dialogues for a short theatre play, stories built on a series of pictures, simple reports of the daily routine, short texts about how I feel or things that I like, simple and short stories. [116.2010-POR/6-10] I can write a little about myself and my family and about things I like doing. [11.2001-IE/PRI]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can write a little about a special occasion in my home and the food that I like and don't like. [11.2001-IE/PRI] I can write about something using words for colour, size, shapes and opposites. [11.2001-IE/PRI] I can write a short story about what people do to help. [11.2001-IE/PRI] I can write some sentences about an animal or pet. [11.2001-IE/PRI] I can write a short passage on a familiar topic using reference materials/with the support of a peer, e.g. three to four sentences for a wall display; a simple e-mail message… [70.2006-UK/PRI] I can write a short passage on a range of everyday topics, e.g. three to four sentences about myself, about a story and about a picture; a message containing three to four sentences; a postcard or greetings card… [70.2006-UK/PRI] I can describe my school things in simple sentences, using given words, e.g. my school bag. [94.2008-AUS/6-10] I can report about what I do at school in simple sentences, using given words, e.g. about a gym lesson. [94.2008-AUS/6-10] I can write about my favourite free-time activities in simple sentences, using given words, e.g. my after school activities. [94.2008-AUS/6-10] I can describe myself, my hobbies, my school, etc. in short texts. [2012.R007-TUR/6-12]
Can write short, simple imaginary biographies and simple poems about people.	Partially relevant: could work towards this with age appropriate tasks (e.g. making up stories) and with support and guidance given (e.g. pictures, speech bubbles).	Can make up a story in English using ideas, pictures or words that the teacher gives them.. (YL-F CanDo) Can write short dialogues, for example in speech bubbles, picture stories, comics. (YL-F CanDo) I can write a short picture story from words that are provided. [118.2010-SLO/6-10] I can describe a person in simple sentences, using given words, e.g. appearance and hobbies. [94.2008-AUS/6-10] I can write a simple story using given words, e.g. a fairy tale I know. [94.2008-AUS/6-10] I can write short stories about a picture or a sequence of pictures. [2012.R007-TUR/6-12]
Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because.'	Relevant.	Can write about how they feel and give reasons why, in simple sentences. (YL-F CanDo) I can describe an event from last weekend in simple sentences, using given words, e.g. what I experienced last Sunday. [94.2008-AUS/6-10] I can write about how I am and give reasons why, in simple sentences, e.g. that I am tired because I have a headache. [94.2008-AUS/6-10]
Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).	Relevant.	Can continue a story or text that has been started in English or add words that are missing. (YL-M CanDo) (A1) I can continue a text and add missing parts. [2012.R007-TUR/6-12]
WRITTEN REPORTS AND ESSAYS		WRITTEN REPORTS AND ESSAYS
A2		A2
Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'	Relevant.	
Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.	Relevant.	I can write a passage, e.g. a report or a letter, conveying simple opinions and/or points of view, e.g. a short description of a story, film or TV programme, including opinions… [70.2006-UK/PRI] (B1)

Production Strategies		
PLANNING		PLANNING
A2+		A2+
As A2		
A2		A2
Can recall and rehearse an appropriate set of phrases from his/her repertoire.	Relevant.	
COMPENSATING		COMPENSATING
A2+		A2+
Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.	Relevant.	
A2		A2
Can identify what he/she means by pointing to it (e.g. "I'd like this, please").	Relevant.	
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
A2+		A2+
Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	Relevant.	
A2		A2
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	Relevant.	I can talk to the teacher about personal experiences (e.g. a visit to the doctor). [116.2010-POR/6-10] I can talk to schoolmates about people from different countries. [116.2010-POR/6-10] I can take part in a simple conversation and I can express my opinions, e.g. discussing a picture with a partner, describing colours, shapes and saying whether I it or not; asking for and giving directions; discussing houses, pets, food…[70.2006-UK/PRI] I can play a simple part in a role-play, e.g. a part in a play. [94.2008-AUS/6-10] I can act a part in a simple play or in a dialogue. [2012.R007-TUR/6-12]
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
A2+		A2+
Can understand enough to manage simple, routine exchanges without undue effort.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	Relevant.	I can understand when someone speaks on common topics, e.g. my house, my family, my school, my friends, etc. if the speech is slow and clear. [86.2007-ARM/6-10] (A2) I can understand people speaking about what they like and what they do not like. [86.2007-ARM/6-10] (A2) I can easily understand simple, routine tasks (e.g., when the teacher asks me to do something) and ask for repetition when I do not understand something. [86.2007-ARM/6-10] (A2)
A2		A2
Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.	Relevant.	I can understand questions about my name, age, address, what I like, and what I do during my free time. [86.2007-ARM/6-10] I can understand when somebody talks about his/her family or friends in simple sentences, about a friend's hobby. [94.2008-AUS/6-10] I can understand when someone speaks in simple sentences about a familiar free-time activity, e.g. about skiing. [94.2008-AUS/6-10] I can understand when someone talks about their holidays in simple sentences, e.g. about the summer holidays. [94.2008-AUS/6-10] I can understand when someone talks to me about familiar food and drinks, in simple sentences, e.g. when someone describes a favourite dish. [94.2008-AUS/6-10] I can understand when my friend speaks about his/her family or friends. [2012.R007-TUR/6-12]
CONVERSATION		CONVERSATION
A2+		A2+
Can establish social contact: greetings and farewells; introductions; giving thanks.	Relevant.	
Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	Relevant.	I can understand when someone speaks on common topics, e.g. my house, my family, my school, my friends, etc. if the speech is slow and clear. [86.2007-ARM/6-10] (A2) I can understand people speaking about what they like and what they do not like. [86.2007-ARM/6-10] (A2) I can easily understand simple, routine tasks (e.g., when the teacher asks me to do something) and ask for repetition when I do not understand something. [86.2007-ARM/6-10] (A2)
Can participate in short conversations in routine contexts on topics of interest.	Relevant.	I can communicate on everyday topics, provided the conversation partner or the teacher helps me, if necessary. [86.2007-ARM/6-10] (A2) I can handle a short, simple dialogue with my friends on topics of personal interest. [86.2007-ARM/6-10] (A2) I can express my opinion and ask questions during a conversation. [86.2007-ARM/6-10] (A2) I can talk to my friends about festivals and celebrations. [11.2001-IE/PRI] (A2) I can talk to my friends about different countries. [11.2001-IE/PRI] (A2)
Can express how he/she feels in simple terms, and express thanks.	Relevant.	Je peux exprimer simplement mes sentiments (par exemple "j'ai froid", "j'ai faim", "j'ai mal à la tête"). [22.2001-CZ-
Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
A2		A2
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.	Relevant.	I can greet a person, inquire about his health and give polite answers to similar questions. [86.2007-ARM/6-10] I can congratulate a person on her/his birthday, New Year's and other holidays, and express my wishes to him or her. [86.2007-ARM/6-10]
Can use simple everyday polite forms of greeting and address.	Relevant.	I can say hello/goodbye even to people I don't know very well. [116.2010-POR/6-10] I can use simple everyday polite forms of greeting and address. [86.2007-ARM/6-10] I can address a stranger to get acquainted with him. [86.2007-ARM/6-10]
		Je peux m'adresser à quelqu'un d'une manière polie. [22.2001-CZ-11]
Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.	Partially relevant: if subject matter is familiar.	I can take part in a simple conversation on a familiar topic (e.g. school, family, free time). [118.2010-SLO/6-10] I can engage into a conversation about something I know well. [116.2010-POR/6-10] I can ask questions about everyday topics and answer similar questions (e.g. family, school, weather, hobby, etc.). [86.2007-ARM/6-10] I can hold a simple conversation about family or friends, e.g. about how my sister is doing today. [94.2008-AUS/6-10] I can participate in conversations with my friends about our school or our families in short sentences. [2012.R007-TUR/6-12]
Can make and respond to invitations, suggestions and apologies.	Relevant.	Can make and respond to invitations, suggestions, apologies and requests. (YL-F CanDo) I can invite my conversation partner to some place, and give a polite answer to his/her invitation (accept or decline it politely). [86.2007-ARM/6-10] I can apologize when necessary and accept another's apology. [86.2007-ARM/6-10] I can make and accept apologies. [2012.R007-TUR/6-12] (A1)
		Je peux faire et accepter des excuses. [split] Je peux inviter mon ami (par exemple pour me rendre visite ou pour mon anniversaire). Je peux répondre à une invitation. [22.2001-CZ-11]
Can express how he/she is feeling using very basic stock expressions.	Relevant.	I can have a conversation about what I feel when I am ill, tired or bored. [116.2010-POR/6-10] I can answer simple questions about how I am and give reasons why, e.g. that I am happy today because I won a game. [94.2008-AUS/6-10]
Can say what he/she likes and dislikes.	Relevant.	I can say what I like or don't like. [118.2010-SLO/6-10] (A1) I can have a conversation about my likes and dislikes; about what I feel when I am ill, tired or bored. [116.2010-POR/6-10] I can have a conversation about my likes and dislikes. [116.2010-POR/6-10] I can talk about the things I like and dislike. [86.2007-ARM/6-10] I can participate in a conversation about what I like or don't like. [2012.R007-TUR/6-12]
		Je peux exprimer ce que j'aime et ce que je n'aime pas. [22.2001-CZ-11]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
INFORMAL DISCUSSION (with friends)		INFORMAL DISCUSSION (with friends)
A2+		A2+
Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can generally understand the topic of discussion, when people speak slowly and clearly. [86.2007-ARM/6-10] (A2) I can generally understand the main points of the speech around me, provided people speak clearly and in standard dialect. [86.2007-ARM/6-10] (A2) I can distinguish the tense forms, and understand when people speak about the present, past or future. [86.2007-ARM/6-10] (A2) I can understand discussions on topics I am familiar with (school, classes, leisure, etc.) if people speak slowly and clearly. [86.2007-ARM/6-10] (A2)
Can exchange opinions and compare things and people using simple language.	Partially relevant: if subject matter is familiar.	
Can discuss what to do in the evening, at the weekend.	Relevant.	I can discuss something with my friends (e.g. what we want to do, where we want to go, etc.). [86.2007-ARM/6-10] (A2)
		Je peux discuter de ce que nous faisons à l'école ou en temps libre. [22.2001-CZ-11]
Can make and respond to suggestions.	Relevant.	
Can agree and disagree with others.	Relevant.	I can agree or disagree when I am told or offered something. [86.2007-ARM/6-10] (A2)
		Je peux exprimer mon accord et mon désaccord. [22.2001-CZ-11]
A2		A2
Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	Relevant.	Sodelujem lahko v kratkem družabnem pogovoru o znani temi, na primer o najljubšem športu, vzornikih, družini … Znam na kratko odgovoriti na vprašanja o predstavljeni temi, na primer o najljubših jedeh, o šoli … [118.2010-SLO/6-10]
Can discuss what to do, where to go and make arrangements to meet.	Relevant.	Can arrange with friends to do something or play together. (YL-F CanDo) I can arrange to meet others, e.g. at a sports event. [94.2008-AUS/6-10] I can make simple plans with my friends for a weekend. [2012.R007-TUR/6-12] I can make plans with others and negotiate about what needs to be done. [2012.R007-TUR/6-12]
		Je peux discuter avec mes amis de ce que nous allons faire et où et quand nous nous rencontrerons. [22.2001-CZ-11]
Can express opinions in a limited way.	Relevant.	I can take part in a simple conversation and I can express my opinions, e.g. discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food… [70.2006-UK/PRI]
		Sodelujem lahko v preprostem pogovoru in znam izraziti svoje mnenje, na primer o hišnih ljubljenckih, oblacilih, domu, hrani, darilih za rojstni dan; o tem, kaj me zanima; povedati, ali mi je neka slika všec ali ne; vprašati za pot in jo opisati …; [118.2010-SLO/6-10

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
FORMAL DISCUSSION (meetings)		FORMAL DISCUSSION (meetings)
A2+		A2+
Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	Relevant.	
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.)
A2+		A2+
Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	Relevant.	I can easily understand simple, routine tasks (e.g., when the teacher asks me to do something) and ask for repetition when I do not understand something. [86.2007-ARM/6-10] (A2)
Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	Relevant.	
A2		A2
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.	Relevant.	
Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	Relevant.	Can talk about a problem in simple terms. (YL-F CanDo) Can arrange with friends to do something or play together. (YL-F CanDo) I can ask for something in a simple way, e.g. ask for help with homework [94.2008-AUS/6-10] I can make plans with others and negotiate about what needs to be done. [2012.R007-TUR/6-12]
OBTAINING GOODS AND SERVICES		OBTAINING GOODS AND SERVICES
A2+		A2+
Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.	Partially relevant: could work towards this with age appropriate tasks, such as role-plays.	I can give and follow simple directions and instructions, e.g. explain how to get somewhere. [86.2007-ARM/6-10] (A2) I can basically understand the advice of a salesperson when buying clothing, e.g. which shirt matches which trousers. [94.2008-AUS/6-10] (B1) I can basically understand the information about a product, e.g. an item of clothing. [94.2008-AUS/6-10] (B1)
Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions.	Partially relevant: if subject matter is familiar.	
Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
A2		A2
Can ask for and provide everyday goods and services.	Relevant.	I can give information about goods I know in a simple way, e.g. sports gear. [94.2008-AUS/6-10]
Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	Relevant.	I can buy a ticket, something to eat and drink. [116.2010-POR/6-10] I can ask questions about travelling. [11.2001-IE/PRI] I can ask and answer questions about time and change. [11.2001-IE/PRI] I can ask how to get to a place and buy a ticket. [86.2007-ARM/6-10]
Can ask about things and make simple transactions in shops, post offices or banks.	Relevant.	
Can give and receive information about quantities, numbers, prices etc.	Relevant.	I can ask for the price. [116.2010-POR/6-10]
Can make simple purchases by stating what is wanted and asking the price.	Relevant.	I can say what I want and ask about the price in places like shops. [118.2010-SLO/6-10] I can say what I need and ask the price of goods while shopping. [86.2007-ARM/6-10]
		Je peux dire ce dont j'ai besoin et demander le prix dans un magasin. [22.2001-CZ-11]
Can order a meal.	Relevant.	I can order something to eat and drink. [118.2010-SLO/6-10] I can buy a ticket, something to eat and drink. [116.2010-POR/6-10] I can order familiar food and drinks, e.g. in a restaurant. [94.2008-AUS/6-10]
Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.'	Relevant.	
Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.	Relevant.	
INFORMATION EXCHANGE		INFORMATION EXCHANGE
A2+		A2+
Can understand enough to manage simple, routine exchanges without undue effort.	Relevant.	I can ask and answer my teacher's questions, e.g. questions on factual issues. [94.2008-AUS/6-10] (B1) I can ask and answer questions about familiar plants and animals, e.g. where roses grow. [94.2008-AUS/6-10] (B1)
Can deal with practical everyday demands: finding out and passing on straightforward factual information.	Relevant.	
Can ask and answer questions about habits and routines.	Relevant.	I can ask my conversation partner about the books he/she reads and cartoons he/she likes to watch, etc. [86.2007-ARM/6-10] (A2) I can answer questions about me and my family, e.g. where I live and what I like to do. [94.2008-AUS/6-10] (B1)
Can ask and answer questions about pastimes and past activities.	Relevant.	I can answer questions about places I have visited and what I did there. [11.2001-IE/PRI] (B1) I can answer questions about my holidays in different places. [11.2001-IE/PRI] (B1)

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can answer questions about my favourite hobby, e.g. about a creative activity. [94.2008-AUS/6-10] (B1) I can answer questions about a family celebration, e.g. questions about a wedding. [94.2008-AUS/6-10] (B1) I can answer questions about a book I've read, e.g. questions about my favourite book. [94.2008-AUS/6-10] (B1)
Can ask and answer questions about plans and intentions.	Relevant.	I can talk about my wishes (e.g. what I want to be when I grow up). [116.2010-POR/6-10] I can answer questions about what I would like to do in the future. [11.2001-IE/PRI] (B1)
Can give and follow simple directions and instructions e.g. explain how to get somewhere.	Relevant.	I can give and follow simple directions and instructions, e.g. explain how to get somewhere. [86.2007-ARM/6-10] (A2) I can give simple directions how to get to a certain place, e.g. how to get from school to the hospital. [94.2008-AUS/6-10] (A2)
		Je peux donner un conseil concernant le chemin à un étranger. Je peux demander mon chemin. [22.2001-CZ-11]
A2		A2
Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	Relevant.	Can talk about a problem in simple terms. (YL-F CanDo) I can talk to the teacher about personal experiences (e.g. a visit to the doctor). [116.2010-POR/6-10] I can give a message. [116.2010-POR/6-10] I can ask and tell the time. [116.2010-POR/6-10] I can tell my teacher if I have a problem. [11.2001-IE/PRI] I can give a message to the teacher or tell a teacher about a problem. [11.2001-IE/PRI]
Can exchange limited information on familiar and routine operational matters.	Partially relevant: if subject matter is familiar.	I can reply to questions about the weather. [116.2010-POR/6-10] I can reply to questions about what to wear according to the weather. [116.2010-POR/6-10] I can reply to questions about the public buildings in my neighbourhood (market, health centre, fire brigade, theatre, museum). [116.2010-POR/6-10] I can ask and answer questions about drinks and foods. [11.2001-IE/PRI] I can ask questions about colours, shapes, size and opposites. [11.2001-IE/PRI] I can ask questions about the jobs that people do to help us. [11.2001-IE/PRI] I can talk to my teacher about people who have helped me. [11.2001-IE/PRI] I can ask questions about travelling. [11.2001-IE/PRI] I can answer some questions about the important celebrations in my home. [11.2001-IE/PRI] I can ask about the buildings and activities in my area. [11.2001-IE/PRI] I can ask and answer questions about time and change. [11.2001-IE/PRI] I can answer questions about animals and talk about the ones I like and don't like. [11.2001-IE/PRI] I can answer questions about what we can do or find in different places. [11.2001-IE/PRI] I can ask and answer questions about colours, e.g. questions about the colour of school things. [94.2008-AUS/6-10] I can ask and answer simple questions about familiar animals, e.g. what dogs eat. [94.2008-AUS/6-10] I can give information about the weather in simple sentences, e.g. about the weather this morning. [94.2008-AUS/6-10]

Levels A2 / A2+		
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 story I know, in simple sentences, e.g. questions to a story about animals. [94.2008-AUS/6-10]
Can ask and answer questions about what they do at work and in free time.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can answer questions about my family, my friends, school activities and holidays. [116.2010-POR/6-10] I can describe my school activities. [116.2010-POR/6-10] I can ask someone what he/she likes to do in his/her free-time, questions about weekend activities. [94.2008-AUS/6-10] I can tell my parents about what I did in school. [11.2001-IE/PRI] I can ask my conversation partner what he/she does in his/her leisure time and answer the same types of question when asked (about my leisure activities, hobbies, my favourite book, film, sport, etc.) [86.2007-ARM/6-10] I can answer personal questions in simple sentences, e.g. questions about my favourite activity. [94.2008-AUS/6-10] I can answer questions about my favourite game in simple sentences, e.g. questions about a running game. [94.2008-AUS/6-10] I can ask and answer simple questions about my daily routine, e.g. what I do from morning to evening. [94.2008-AUS/6-10]
Can ask for and give directions referring to a map or plan.	Relevant.	I can ask for and give directions referring to a map or plan. [86.2007-ARM/6-10]
		Sodelujem lahko v preprostem pogovoru in znam izraziti svoje mnenje, na primer o hišnih ljubljenckih, oblacilih, domu, hrani, darilih za rojstni dan; o tem, kaj me zanima; povedati, ali mi je neka slika všec ali ne; vprašati za pot in jo opisati …; [118.2010-SLO/6-10]
Can ask for and provide personal information.	Relevant.	I can answer questions about my family, my friends, school activities and holidays. [116.2010-POR/6-10] I can answer lots of questions about myself and my family. [11.2001-IE/PRI]
Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like.	Relevant.	
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
A2+		A2+
Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	Relevant.	
Can describe to a doctor very basic symptoms and ailments such as cold and flu.	Relevant.	
A2		A2
Can answer simple questions and respond to simple statements in an interview.	Relevant.	
Can indicate simply the nature of a problem to a health professional, perhaps using gestures and body language.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
USING TELECOMMUNICATIONS		USING TELECOMMUNICATIONS
A2+		A2+
Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet.	Relevant.	
A2		A2
Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet.	Relevant.	I can handle simple telephone calls (e.g. say who is calling, ask to speak to someone, give my number, take a simple message or ask to call later). [86.2007-ARM/6-10] I can use standard phrases to answer the phone and answer questions. [86.2007-ARM/6-10] I can have a simple, short phone conversation, e.g. This is Thomas. Can you come to my carnival party? [94.2008-AUS/6-10] (A1)
Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock.'), confirm details of the message and pass it on by phone to other people concerned.	Relevant.	Can understand a simple message on the telephone. [116.2010-POR/6-10] (B1)
Written Interaction		
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
A2+		A2+
As A2		
A2		A2
Can write short, simple formulaic notes relating to matters in areas of immediate need.	Relevant.	
CORRESPONDENCE		CORRESPONDENCE
A2+		A2+
Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity).	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
A2		A2
Can write very simple personal letters expressing thanks and apology.	Relevant.	I can write short email letters, letters, postcards. [116.2010-POR/6-10] I can write simple forms of greeting, addressing a person correctly, thanking a person correctly or asking a person for something. [86.2007-ARM/6-10] I can write a simple personal letter, e.g. a thank you letter for a present. [94.2008-AUS/6-10] I can write a short letter in order to express my thanks, to apologise, to send greetings, and use simple forms of addressing, greeting, thanking, and requesting. [2012.R007-TUR/6-12]

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).	Relevant.	I can write a short e-mail message. [118.2010-SLO/6-10] I can write notices, invitations, messages. [116.2010-POR/6-10] I can write a short invitation letter. [2012.R007-TUR/6-12] I can write a short invitation or a thank you letter. [86.2007-ARM/6-10]
Can write a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).	Relevant.	
Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself.	Partially relevant: if subject matter is familiar.	I can write simple letters about myself: [86.2007-ARM/6-10] (A1) I can write a letter to my friend telling about my family, school and hobby. [86.2007-ARM/6-10]
		Je peux écrire une lettre simple à mon ami ou je parle de moi-même, de ma famille, de l'école et de mes loisirs. [22.2001-CZ-11] – ND (A2) I can write a short passage on a familiar topic using reference materials/with the support of a peer, e.g. three to four sentences for a wall display; a simple e-mail message… [70.2006-UK/PRI]
NOTES, MESSAGES AND FORMS		NOTES, MESSAGES AND FORMS
A2+		A2+
Can take a short, simple message provided he/she can ask for repetition and reformulation.	Partially relevant: if subject matter is familiar.	
A2		A2
Can write short, simple notes and messages relating to matters in areas of immediate need.	Relevant.	I can write notices, invitations, messages. [116.2010-POR/6-10] I can write simple short texts, for example, write a message to mother about my coming home late or thank somebody for something. [86.2007-ARM/6-10] I can make notes in order to inform somebody about where I am, when I am coming back, or when and where we should meet. [2012.R007-TUR/6-12]
Can fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc.	Partially relevant: could work towards this with age appropriate tasks, such as providing log in details for games and school networks.	I can fill in simple forms (e.g. enrolment in a club). [116.2010-POR/6-10] I can fill in a questionnaire. [116.2010-POR/6-10] (B1) I can read and understand a form that asks for personal information (name, age, address, parents) and fill it in. [86.2007-ARM/6-10] I can fill out forms with personal data (name, age, address, parents, etc.). [86.2007-ARM/6-10]
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
A2+		A2+
Can introduce him/herself & manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses and that he/she interacts with one interlocutor at a time.	Relevant.	
Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.		
A2		A2
Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).	Relevant.	
Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.	Relevant.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
A2+		A2+
Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.).	Partially relevant: could work towards this with age appropriate tasks.	
Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the concepts involved.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
A2		A2
Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.	Partially relevant: could work towards this with age appropriate tasks.	
Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.	Relevant.	
Can ask basic questions about the availability of a product or feature.	Relevant.	
Interaction Strategies		
TURNTAKING		TURNTAKING
A2+		A2+
Can use simple techniques to start, maintain, or end a short conversation.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can initiate, maintain and close simple, face-to-face conversation.	Relevant.	I can politely start and finish a conversation. [86.2007-ARM/6-10] (A2)
A2		A2
Can ask for attention.	Relevant.	
COOPERATING		COOPERATING
A2+		
A2		A2
Can indicate when he/she is following.	Relevant.	I can show that I'm following the speaker. [86.2007-ARM/6-10] (NL) I can show that I follow the speaker and can take part in the conversation, if the speaker helps me. [86.2007-ARM/6-10] (NL)
ASKING FOR CLARIFICATION		ASKING FOR CLARIFICATION
A2+		A2+
Can ask very simply for repetition when he/she does not understand.	Relevant.	Can say that they do not understand something or cannot do something, and ask for help, using expressions such as 'Could you say it again, please?'. (YL-F CanDo) (A2) I can ask my conversation partner to repeat a word I don't understand and to say it slowly ("Would you repeat that, please?" "Please speak slower", etc). [86.2007-ARM/6-10] (NL) I can use sentences, such as "I am sorry, I didn't understand…", "I find it difficult to answer that question", "Would you repeat that?". [86.2007-ARM/6-10] (NL)
		Quand je ne comprends pas quelque chose, je peux demander, en termes très simples, la personne à qui je parle de répéter ce qu'elle a dit. [22.2001-CZ-11]
Can ask for clarification about key words or phrases not understood using stock phrases.	Relevant.	I can ask the speaker to explain a word I did not understand. [86.2007-ARM/6-10] (NL)
A2		A2
Can say he/she didn't follow.	Relevant.	I can say that I don't understand something or I cannot do something, and I can ask for help. [2012.R007-TUR/6-12] (A1)
Can signal non-understanding and ask for a word to be spelt out.	Relevant.	Can ask someone to repeat and speak more slowly and clearly. [116.2010-POR/6-10] (A1)
Mediation Activities		
OVERALL MEDIATION		
A2+		
Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
A2		
Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	Relevant.	
Mediating a text		
RELAYING SPECIFIC INFORMATION IN SPEECH		
A2+		
Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words.	Relevant.	
Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.	Relevant.	
A2		
Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).	Relevant.	
Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.	Relevant.	
RELAYING SPECIFIC INFORMATION IN WRITING		
A2+		
Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.	Relevant.	
A2		
Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.	Relevant.	
Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
PROCESSING TEXT IN SPEECH		
A2+		
Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear.	Relevant.	
Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables.	Relevant.	
Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.	Relevant.	
A2		
Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	Relevant.	
PROCESSING TEXT IN WRITING		
A2+		
Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.	Relevant.	
Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	Relevant.	
A2		
Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	Relevant.	
Can copy out short texts in printed or clearly hand-written format.	Relevant.	
TRANSLATING A WRITTEN TEXT IN SPEECH		
A2+		
Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).	Partially relevant: if subject matter is familiar.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
A2		
Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point.	Relevant.	
Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions).	Relevant.	
TRANSLATING A WRITTEN TEXT IN WRITING		
A2		
Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.	Relevant.	
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
A2+		
Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
A2		
Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)		
A2+		
As A2		
A2		
Can say whether he/she liked a work or not and explain why in simple language.	Relevant.	
Can describe a character's feelings and explain the reasons for them.	Partially relevant: could work towards this with support and guidance given.	
Can say in simple language which aspects of a work especially interested him/her.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can select simple passages he/she particularly likes from work of literature to use as quotes.	Relevant.	
Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	Relevant.	
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (including literature)		
A2+		
Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.	Relevant.	
A2		
No descriptor available		
Mediating concepts		
Collaborating in a group		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
A2+		
Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	Relevant.	
A2		
Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	Relevant.	
COLLABORATING TO CONSTRUCT MEANING		
A2+		
Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	Relevant.	
A2		
Can make simple remarks and pose occasional questions to indicate that he/she is following.	Relevant.	
Can make suggestions in a simple way in order to move the discussion forward.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Leading group work		
MANAGING INTERACTION		
A2		
Can give very simple instructions to a cooperative group who help with formulation when necessary.	Partially relevant: could work towards this with age appropriate tasks.	
ENCOURAGING CONCEPTUAL TALK		
A2+		
Can ask what somebody thinks of a certain idea.	Relevant.	
A2		
Can ask what somebody thinks of a certain idea.	Relevant.	
Mediating Communication		
FACILITATING PLURICULTURAL SPACE		
A2		
Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (with friends and colleagues)		
A2+		
Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	Partially relevant: if subject matter is familiar.	
A2		A2
Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
A2		A2
Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.	Partially relevant: if subject matter is familiar.	
Mediation Strategies		
Strategies to explain a new concept		
ADAPTING LANGUAGE		
A2		A2
Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.	Relevant	
Communicative Language Competences		
Linguistic		
GENERAL LINGUISTIC RANGE		GENERAL LINGUISTIC RANGE
A2+		A2+
Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	Relevant.	
A2		A2
Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.	Relevant.	
Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.	Relevant.	I can remember and use the speech patterns (phrases, sentences). [86.2007-ARM/6-10] (NL)
Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	Relevant.	
VOCABULARY RANGE		VOCABULARY RANGE
A2+		A2+
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
A2		A2
Has a sufficient vocabulary for the expression of basic communicative needs.	Relevant.	
Has a sufficient vocabulary for coping with simple survival needs.	Relevant.	
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
A2+		
As A2		
A2		A2
Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	Relevant.	I can remember and use the speech patterns (phrases, sentences). [86.2007-ARM/6-10] (NL) I can remember the rules or relevant speech patterns (words, expressions) and use some grammatical structures accurately. [86.2007-ARM/6-10] (NL) I can vary the structure and form of simple sentences to create new sentences. [86.2007-ARM/6-10] (NL)
VOCABULARY CONTROL		VOCABULARY CONTROL
A2+		A2+
As A2		
A2		A2
Can control a narrow repertoire dealing with concrete everyday needs.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		OVERALL PHONOLOGICAL CONTROL
A2+		A2+
As A2		
A2		A2
Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.	Relevant.	
SOUND ARTICULATION		SOUND ARTICULATION
A2+		A2+
As A2		
A2		A2
Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.	Relevant.	
Can recognise and reproduce sounds in the target language correctly 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
A2+		A2+
As A2		
A2		A2
Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.	Relevant.	
Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.	Relevant.	
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
A2+		A2+
As A2		
A2		A2
Can copy short sentences on everyday subjects - e.g. directions how to get somewhere	Relevant.	
Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	Relevant.	
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
A2+		A2+
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	Relevant.	
Can socialise simply but effectively using the simplest common expressions and following basic routines.	Relevant.	I can make appointments with others, invite others, and apologise if something doesn't work out. [2012.R007-TUR/6-12] (A2)

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
A2		A2
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.	Relevant.	Can make and respond to invitations, suggestions, apologies and requests. (YL-F CanDo) I can say hello/goodbye even to people I don't know very well. [116.2010-POR/6-10] I can make requests and say thank you. [116.2010-POR/6-10] I can use simple everyday polite forms of greeting and address. [86.2007-ARM/6-10] I can address a stranger to get acquainted with him. [86.2007-ARM/6-10] I can greet a person, inquire about his health and give polite answers to similar questions. [86.2007-ARM/6-10] I can invite my conversation partner to some place, and give a polite answer to his/her invitation (accept or decline it politely). [86.2007-ARM/6-10] I can apologize when necessary and accept another's apology. [86.2007-ARM/6-10] I can congratulate a person on her/his birthday, New Year's and other holidays, and express my wishes to him or her. [86.2007-ARM/6-10] I can make and accept apologies. [2012.R007-TUR/6-12] (A1)
Pragmatic		
FLEXIBILITY		FLEXIBILITY
A2+		A2+
As A2		
A2		A2
Can expand learned phrases through simple re-combinations of their elements.	Relevant.	
Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	Relevant.	
TURNTAKING		TURNTAKING
A2+		A2+
Can use simple techniques to start, maintain, or end a short conversation.	Relevant.	
Can initiate, maintain and close simple, face-to-face conversation.	Relevant.	I can politely start and finish a conversation. [86.2007-ARM/6-10] (A2)
A2		A2
Can ask for attention.	Relevant.	
THEMATIC DEVELOPMENT		THEMATIC DEVELOPMENT
A2+		A2+
Can give an example of something in a very simple text using 'like' or 'for example.'	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can tell a story or describe something in a simple list of points.	Relevant.	I can tell a simple story with the help of words or pictures provided. [118.2010-SLO/6-10] (A2) I can tell the story of what I saw on television. [11.2001-IE/PRI] (A2) I can write a short picture story from words that are provided. [118.2010-SLO/6-10] (A2) I can give short simple descriptions of events or tell a short story. [86.2007-ARM/6-10] (A2) I can tell a story or describe something. [86.2007-ARM/6-10] (A2) I can describe my favourite animal in simple sentences, e.g. my pet. [94.2008-AUS/6-10] (A2) I can describe a plant in simple sentences, e.g. my favourite flower. [94.2008-AUS/6-10] (A2) I can retell a familiar story in simple sentences, e.g. a story in a reading book. [94.2008-AUS/6-10] (A2) Can make up a story in English using ideas, pictures or words that the teacher gives them.. (YL-F CanDo) (A2) Can write short dialogues, for example in speech bubbles, picture stories, comics. (YL-F CanDo) (A2) I can write a simple story using given words, e.g. a fairy tale I know. [94.2008-AUS/6-10] (A2) I can write a short story about what people do to help. [11.2001-IE/PRI] (A2)
COHERENCE AND COHESION		COHERENCE AND COHESION
A2+		A2+
Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	Relevant.	
A2		A2
Can link groups of words with simple connectors like 'and,' 'but' and 'because.	Relevant.	
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
A2+		A2+
As A2		
A2		A2
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	Relevant.	
SPOKEN FLUENCY		SPOKEN FLUENCY
A2+		A2+
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	Relevant.	
A2		A2
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	Relevant.	

Plurilingual and Pluricultural Competences		
BUILDING ON PLURICULTURAL REPERTOIRE		
A2+		A2+
Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.	Partially relevant: could work towards this with age appropriate tasks.	
A2		A2
Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).	Relevant.	
Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine.	Relevant.	
Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.	Relevant.	
Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.	Relevant.	
PLURILINGUAL COMPREHENSION		
A2+		A2+
As A2		
A2		A2
Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information.	Partially relevant: could work towards this with age appropriate materials or texts.	
Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in different languages.	Partially relevant: could work towards this with age appropriate materials or texts.	
BUILDING ON PLURILINGUAL REPERTOIRE		
A2+		A2+
As A2		
A2		A2
Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	

Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange.	Relevant.	
Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.	Relevant.	

Levels B1 / B1+		
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
B1+		B1+
Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	Partially relevant: on everyday or school-related topics.	
B1		B1
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Relevant.	I can understand a short narrative well enough to be able to guess what may happen next. [86.2007-ARM/6-10] I can understand information about my daily routine, identifying both the general meaning and the details, provided the speech is clear and in standard dialect. [86.2007-ARM/6-10] I can understand the majority of a role-play, e.g. a drama for a school presentation. [94.2008-AUS/6-10] I can understand explanations and pieces of information about subjects that interest me. [2012.R007-TUR/6-12]
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
B1+		B1+
Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.	Relevant.	
B1		B1
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	Relevant.	I can understand what teachers or schoolmates say when they are talking. [116.2010-POR/6-10] I can distinguish when people are talking about the present, the past, the future. [116.2010-POR/6-10] I can easily understand my teachers and my friends. [11.2001-IE/PRI] I can understand the other pupils in my class. [11.2001-IE/PRI] I can understand talk about food or clothes. [11.2001-IE/PRI] I can understand the main idea of a conversation when people speak in my presence, provided they speak slowly and in standard dialect. [86.2007-ARM/6-10] I can basically follow conversations about my family and friends on the whole, e.g. how they are and what they have experienced. [94.2008-AUS/6-10] I can basically understand what my classmates are saying about things I know, e.g. their reports about school experiences. [94.2008-AUS/6-10] I can understand the main points of conversations and reports about nature topics which I am interested in, e.g. a TV report about African animals. [94.2008-AUS/6-10]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can follow the main points of lengthy conversations in everyday life. [2012.R007-TUR/6-12]
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
B1+		B1+
Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	Partially relevant: e.g. talks at school related to school subjects, lessons.	I can follow and understand a teacher's speech, lectures or talk, provided the speech is structured clearly and is familiar. [86.2007-ARM/6-10] (B1)
B1		B1
Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	Relevant, e.g. talks at school related to school subjects, lessons.	I can understand most of a talk or video about a person who helps us. [11.2001-IE/PRI] I can understand lessons about seasons and festivals. [11.2001-IE/PRI] I can understand talks or videos about local places and events. [11.2001-IE/PRI] I can understand the main points in a history lesson or video. [11.2001-IE/PRI] I can understand a lesson or video about another country. [11.2001-IE/PRI] I can understand a lesson or video about nature. [11.2001-IE/PRI] I can understand a talk or film about the area where I live. [11.2001-IE/PRI] I can understand colours and shapes when the teacher reads a story. [11.2001-IE/PRI] I can understand a story about a journey. [11.2001-IE/PRI] (context/medium not specified) I can understand simple, short stories, fairy tales and the main plot in them and the sequence of the most important events. [86.2007-ARM/6-10] (context/ medium not specified) I can basically understand what my classmates are saying about things I know, e.g. their reports about school experiences. [94.2008-AUS/6-10] I can understand basic information of a holiday report, e.g. a report from the winter holidays. [94.2008-AUS/6-10] I can basically understand a travel report, e.g. about travelling to the vacation area. [94.2008-AUS/6-10] I can understand the gist in descriptions, non-fictional texts and reports. [2012.R007-TUR/6-12] I can follow the individual stages of the plot in stories. [2012.R007-TUR/6-12]
Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.	Partially relevant: e.g. demonstration at a museum targeted at children.	
Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.	Partially relevant: if he/she has necessary background knowledge.	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS
B1		B1
Can understand simple technical information, such as operating instructions for everyday equipment.	Partially relevant: could work towards this with age appropriate tasks such as operating a game or phone.	I can understand simple technical operating instructions for everyday equipment (camera, VCR, tape recorder). [86.2007-ARM/6-10]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can follow detailed directions.	Partially relevant: could work towards this with age appropriate tasks such as directions within school environment.	I can understand complicated instructions, said slowly, if necessary by miming (e.g. how to get to a place). [116.2010-POR/6-10] I can understand more complex instructions transport, schedule, directions even if transmitted by means of loudspeakers or on the radio. [116.2010-POR/6-10] I can follow detailed directions or telephone operator's information (e.g. tour, weather forecast, etc.). [86.2007-ARM/6-10]
Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.	Relevant.	I can understand more complex instructions on transport, schedule, directions even if transmitted by means of loudspeakers or on the radio. [116.2010-POR/6-10]
LISTENING TO AUDIO MEDIA AND RECORDINGS		LISTENING TO AUDIO MEDIA AND RECORDINGS
B1+		B1+
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B1		B1
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Relevant.	I can understand the key idea of radio or TV programmes. [116.2010-POR/6-10] I can understand longer passages and recognise people's points of view, e.g. a video or audio text received from a partner school… [70.2006-UK/PRI] I can understand the gist of a range of authentic passages. I can produce a detailed oral or written summary of a given text. (E.g. a radio or television programme on a subject which interests me…) [70.2006-UK/PRI] I can understand the main points of radio news bulletins and common recorded material on familiar topics if the speech is relatively slow and clear. [86.2007-ARM/6-10] I can follow many radio and TV programmes if they are of interest to me. [2012.R007-TUR/6-12]
Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	Relevant.	I can understand a story about a journey. [11.2001-IE/PRI] (medium not specified) I can understand simple, short stories, fairy tales and the main plot in them and the sequence of the most important events. [86.2007-ARM/6-10] (medium not specified) I can understand several types of stories: science fiction, traditional stories. [116.2010-POR/6-10] (medium not specified) I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions, e.g. a story in which some of the words and phrases are unknown… [70.2006-UK/PRI] I can basically understand a travel report, e.g. about travelling to the vacation area. [94.2008-AUS/6-10] (medium not specified) I can understand the gist in descriptions, non-fictional texts and reports. [2012.R007-TUR/6-12] (medium not specified) I can follow the individual stages of the plot in stories. [2012.R007-TUR/6-12] (medium not specified)

Levels B1 / B1+		
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
B1+		B1+
Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	Partially relevant: with "topics of personal interest" likely to be fairly restricted.	
B1		B1
Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	Relevant, e.g. cartoons.	I can, to some extent, understand the plot of movies and cartoons on familiar topics. [86.2007-ARM/6-10]
Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	Relevant, e.g. video clips shown in class.	I can understand the key idea of radio or TV programmes. [116.2010-POR/6-10] I can understand the main ideas of a video film (on important festivities, on the wild life, on environmental protection, …) [116.2010-POR/6-10] I can understand most of a talk or video about a person who helps us. [11.2001-IE/PRI] I can watch the weather forecast on TV and understand the main points. [11.2001-IE/PRI] I can understand talks or videos about local places and events. [11.2001-IE/PRI] I can understand the main points in a history lesson or video. [11.2001-IE/PRI] I can understand a lesson or video about another country. [11.2001-IE/PRI] I can understand a lesson or video about nature. [11.2001-IE/PRI] I can understand a talk or film about the area where I live. [11.2001-IE/PRI] I can understand longer passages and recognise people's points of view, e.g. a video or audio text received from a partner school… [70.2006-UK/PRI] I can understand the gist of a range of authentic passages. I can produce a detailed oral or written summary of a given text. (E.g. a radio or television programme on a subject which interests me…) [70.2006-UK/PRI] I can understand the main points of the news and programmes on familiar topics (school, family, leisure). [86.2007-ARM/6-10] I can, to some extent, understand the main idea of TV shows, mass media news, and children's programmes. [86.2007-ARM/6-10] I can basically understand the weather forecast on TV, e.g. when they talk about tomorrow's weather in the news. [94.2008-AUS/6-10] I can understand the main points of conversations and reports about nature topics which I am interested in, e.g. a TV report about African animals. [94.2008-AUS/6-10] I can basically understand a story when spoken slowly and clearly, e.g. a story on TV. [94.2008-AUS/6-10] I can follow many radio and TV programmes if they are of interest to me. [2012.R007-TUR/6-12]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Written Reception		
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
B1		B1
Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	Relevant, e.g. textbooks.	
READING CORRESPONDENCE		READING CORRESPONDENCE
B1+		
Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.	Partially relevant: e.g. opening mail at home.	
B1		B1
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	Relevant.	I can read email letters, letters and postcards. [116.2010-POR/6-10] I can understand longer passages and recognise people's points of view, e.g. a longer e-mail message or letter… [70.2006-UK/PRI] I can understand events, exclamations, and emotions in common or electronic letters, if they are written in everyday language. [86.2007-ARM/6-10] I can read and understand personal letters from my family and friends, e.g. letters from a pen-pal. [94.2008-AUS/6-10] I can understand letters and personal messages that report about experiences, and in which somebody writes about his/her feelings, wishes and hopes. [2012.R007-TUR/6-12]
Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.	Relevant.	I can understand longer personal letters and messages that report about events, experiences, feelings, wishes, and plans. [2012.R007-TUR/6-12]
READING FOR ORIENTATION		READING FOR ORIENTATION
B1+		B1+
Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	Partially relevant: could work towards this with age appropriate tasks, e.g. longer texts related to school subjects.	
Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	Partially relevant: could work towards this with age appropriate materials or texts.	
B1		B1
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	Relevant.	I can read and basically understand information and messages, e.g. information on posters etc.. [94.2008-AUS/6-10] I can read and understand a report about the course of events, e.g. the programme for a project week. [94.2008-AUS/6-10]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can read and understand a menu with familiar food and drinks, e.g. the menu in my favourite restaurant. [94.2008-AUS/6-10] I can read and basically understand a weather forecast, e.g. the weather forecast in a newspaper. [94.2008-AUS/6-10] I can look for information on the Internet or in non-fiction books and reference books. [2012.R007-TUR/6-12]
Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.	Relevant.	I can read and basically understand the description of a product, e.g. a description about an item in a catalogue. [94.2008-AUS/6-10]
Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.	Relevant.	
Can assess whether an article, report or review is on the required topic.	Partially relevant: if he/she has necessary background knowledge.	
READING FOR INFORMATION AND ARGUMENT		READING FOR INFORMATION AND ARGUMENT
B1+		B1+
Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	Partially relevant: could work towards this with age appropriate texts.	
Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).	Partially relevant: could work towards this with age appropriate texts.	
Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
B1		B1
Can recognise significant points in straightforward newspaper articles on familiar subjects.	Relevant.	I can read simple pieces of news. [116.2010-POR/6-10] I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions, e.g. texts about everyday life in another country, a letter from a magazine… [70.2006-UK/PRI] I can understand a wide range of authentic texts. I can produce an oral or written summary or translation of a given text, e.g. internet texts on topics I am learning about in other subjects, a story or magazine article… [70.2006-UK/PRI] I can find information I need from children's books, newspapers, and magazine articles using my background knowledge. [86.2007-ARM/6-10] I can follow short argumentative texts about topics of general interest. [2012.R007-TUR/6-12]
Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	Relevant, e.g. on topics related to school subjects or hobbies.	I can read informative texts (e.g. on food, jobs, activities) and descriptive texts (e.g. on wildlife, life in other countries). [116.2010-POR/6-10]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can read my textbooks in the class. [11.2001-IE/PRI] I can read about food that is good or bad for me. [11.2001-IE/PRI] I can understand the difference between colours, shapes and opposites when I read a story or textbook. IEPR I can read about different jobs. [11.2001-IE/PRI] I can read about weather in my textbook. [11.2001-IE/PRI] I can find key words about transport in order to read a story or text. [11.2001-IE/PRI] I can read about seasons, holidays and festivals in my reader or textbook. [11.2001-IE/PRI] I can read about things in my town or area. [11.2001-IE/PRI] I can read about the past in my reader or textbook. [11.2001-IE/PRI] I can read in my textbook about another country and understand the main information. [11.2001-IE/PRI] I can read about nature and use pictures to help me organise new words. [11.2001-IE/PRI] I can read information about wildlife, looking after our area and what we find there. [11.2001-IE/PRI] I can read a simple text on a topic I am interested in and understand it (e.g. a message about a football match, an interview with a film star or a singer). [86.2007-ARM/6-10] I can read and basically understand descriptions of book characters, e.g. about a child in another country. [94.2008-AUS/6-10] I can read and understand texts in my school books, e.g. texts in non-fiction books. [94.2008-AUS/6-10] I can read and basically understand a text about a free-time activity, e.g. a text about a type of sport. [94.2008-AUS/6-10] I can read and basically understand a text about past or future events, e.g. a text about my home-town years ago. [94.2008-AUS/6-10] I can read and basically understand a text about animals and plants in a school book, e.g. a text about plants in a meadow. [94.2008-AUS/6-10] I can read and basically understand a travel report or journal, e.g. a description of a flight. [94.2008-AUS/6-10] I can read simple technical texts referring to my area of interest and gather information from them. [2012.R007-TUR/6-12]
Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
READING INSTRUCTIONS		READING INSTRUCTIONS
B1+		B1+
Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
B1		B1
Can understand clearly written, straightforward instructions for a piece of equipment.	Relevant.	I can read instructions (e.g. video game player, mobile phone). [116.2010-POR/6-10] I can understand and follow clear instructions and directions (e.g. how to use this or that instrument, how to make a salad or bake a cake, etc.). [86.2007-ARM/6-10] I can basically understand the rules of a game, e.g. the instructions of a board game. [94.2008-AUS/6-10]
Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).	Relevant.	
Can follow simple instructions given on packaging, e.g. cooking instructions.	Relevant.	
READING AS A LEISURE ACTIVITY		READING AS A LEISURE ACTIVITY
B1+		
Can read newspaper / magazine accounts of films, books, concerts etc. written for a wider audience and understand the main points.	Partially relevant: on topics related to school subjects, interests, etc.	
Can understand simple poems and song lyrics written in straightforward language and style.	Partially relevant: on topics related to school subjects, interests, etc.	
B1		B1
Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.	Partially relevant: on topics related to school subjects, interests, etc.	I can read magazine articles for children and teenagers. [116.2010-POR/6-10] I can understand a wide range of authentic texts. I can produce an oral or written summary or translation of a given text, e.g. internet texts on topics I am learning about in other subjects, a story or magazine article… [70.2006-UK/PRI]
Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.	Relevant.	I can read stories about children in other places. [11.2001-IE/PRI] I can understand the main plot of a clearly written story and recognize the important events. [86.2007-ARM/6-10] I can understand the content of longer stories even if I don't know all the words. [2012.R007-TUR/6-12] I can read and basically understand a role-play, e.g. a drama in a school presentation. [94.2008-AUS/6-10] I can read and basically understand a simple book, e.g. a fairy tale book. [94.2008-AUS/6-10] I can read short stories, fairy tales and children's books with the help of a dictionary. [86.2007-ARM/6-10]
Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made.	Partially relevant: if subject matter is familiar.	
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES AND INFERRING (Spoken & Written)
B1+		B1+
Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can extrapolate the meaning of a section of a text by taking into account the text as a whole.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can identify unfamiliar words from the context on topics related to his/her field and interests.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		B1
Can make basic inferences or predictions about text content from headings, titles or headlines.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can listen to a short narrative and predict what will happen next.	Partially relevant: if subject matter is familiar.	
Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).	Partially relevant: could work towards this with age appropriate tasks.	
Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Production Activities		
Spoken Production		
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
B1		B1
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
B1+		B1+
Can clearly express feelings about something experienced and give reasons to explain those feelings.	Partially relevant: could work towards this with age appropriate tasks.	
B1		B1
Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	Relevant.	I can describe my family, my school, my hobbies, a film I have seen, a book I have read. [116.2010-POR/6-10] I can talk about people who help us in the area where I live. [11.2001-IE/PRI] I can talk about weather in Ireland and in other countries. [11.2001-IE/PRI] I can talk about travelling and tell people about my favourite journeys. [11.2001-IE/PRI] I can talk about the transport I see outside the school. [11.2001-IE/PRI] I can talk about a particular place that I visited. [11.2001-IE/PRI] I can talk about the importance of colours. [11.2001-IE/PRI] I can talk about the difference between the present and the past in my life. [11.2001-IE/PRI] I can talk about the difference between countries in the world. [11.2001-IE/PRI] I can talk about a poster or video about the natural world. [11.2001-IE/PRI] I can talk about what we can do or see in our area. [11.2001-IE/PRI] I can describe a thing or a phenomenon from familiar lessons in sequence. [86.2007-ARM/6-10] I can talk about various familiar personal topics (“My friends” “My hobbies” “My school”, etc.). [86.2007-ARM/6-10] I can describe familiar people, e.g. my friend. [94.2008-AUS/6-10] I can describe a familiar game, e.g. a computer game. [94.2008-AUS/6-10] I can talk about a product I know well, e.g. about an appliance. [94.2008-AUS/6-10]
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	Relevant.	I can tell about the celebrations in my family (birthday parties, weddings, …) and past experiences. [116.2010-POR/6-10] I can retell the plot of a simple story quite fluently, logically, and chronologically. [86.2007-ARM/6-10]
Can give detailed accounts of experiences, describing feelings and reactions.	Relevant.	I can tell other people about something nice that happened to me. [11.2001-IE/PRI] I can describe and tell what has happened to me, as well as my impressions about it. [86.2007-ARM/6-10] I can briefly tell about something that has happened to me. [86.2007-ARM/6-10] I can talk about my experiences with my family and friends, e.g. what I have experienced with my parents. [94.2008-AUS/6-10] I can tell how my weekend was, e.g. what I did on Saturday. [94.2008-AUS/6-10] I can tell others how I feel and explain why, e.g. why I am sad. [94.2008-AUS/6-10] I can tell about a journey I made, e.g. about a trip I went on. [94.2008-AUS/6-10]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can relate details of unpredictable occurrences, e.g. an accident.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can relate the plot of a book or film and describe his/her reactions.	Relevant.	I can tell a story or relate the plot of a book or film and give my opinions on it, e.g. a film I have recently seen or a book I have read… [70.2006-UK/PRI] I can express my opinion of a book I have read, a film I have seen, a game, an excursion, etc. in a simple way. [86.2007-ARM/6-10] I can retell the plot of a story I have read in a simple way, using key words from the story. [86.2007-ARM/6-10] I can explain why I like or dislike a book or a theatre-play, giving reasons why, e.g. why I like an adventure book. [94.2008-AUS/6-10] I can talk about what I have heard, seen, and read, and express my opinion about it. [2012.R007-TUR/6-12]
Can describe dreams, hopes and ambitions.	Relevant.	I can talk about my goals, dreams, and future plans. [86.2007-ARM/6-10] I can talk about experiences, feelings and dreams. [2012.R007-TUR/6-12] I can describe my expectations and goals. [2012.R007-TUR/6-12]
Can describe events, real or imagined.	Relevant.	I can ~~tell~~ talk about the celebrations in my family (birthday parties, weddings, …) and past experiences. [116.2010-POR/6-10] I can describe an important event in my family. [11.2001-IE/PRI] I can talk about real or invented imaginary events. [86.2007-ARM/6-10] I can generally describe the order of events for a festival, e.g. the order of events for a school festival. [94.2008-AUS/6-10] I can talk about a past or future event which interests me, e.g. about a visit. [94.2008-AUS/6-10]
Can narrate a story.	Relevant.	I can tell a story I know. [116.2010-POR/6-10] I can tell a story about animals. [11.2001-IE/PRI] I can tell a story, or a part from a film or a book. [86.2007-ARM/6-10] I can tell stories with friends or on my own on a given topic or based on a situation. [86.2007-ARM/6-10] I can tell an animal story, e.g. what I experienced with my dog. [94.2008-AUS/6-10] I can retell a story I like, e.g. a story I heard on the radio. [94.2008-AUS/6-10] I can narrate texts effectively, recite them, or present them. [2012.R007-TUR/6-12]
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
B1+		B1+
Can explain the main points in an idea or problem with reasonable precision.	Partially relevant: if subject matter is familiar.	
Can describe how to do something, giving detailed instructions.	Partially relevant: e.g. when explaining something to classmates.	I can describe how to do something, giving detailed instructions to others. [86.2007-ARM/6-10]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
B1		B1
Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	Relevant.	I can talk about environmental issues in my neigbourhood. [116.2010-POR/6-10] I can tell my class about things we are learning. [11.2001-IE/PRI] I can find facts or data (in a book, a newspaper) and share that information with others. [86.2007-ARM/6-10] I can report about my work in school, e.g. about a project. [94.2008-AUS/6-10] I can pass on a simple recipe, e.g. the recipe for a favourite dish. [94.2008-AUS/6-10] I can report about the weather here and elsewhere, e.g. about the weather in a vacation area. [94.2008-AUS/6-10] I can give simple instructions (teach a game to my classmates). [116.2010-POR/6-10]
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)		SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)
B1+		B1+
Can develop an argument well enough to be followed without difficulty most of the time.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can give simple reasons to justify a viewpoint on a familiar topic.	Relevant.	
B1		B1
Can briefly give reasons and explanations for opinions, plans and actions.	Relevant.	I can explain and give reasons for actions, plans, or intentions. [2012.R007-TUR/6-12]
Can express opinions on subjects relating to everyday life, using simple expressions.	Relevant.	I can give and account for my opinion. [116.2010-POR/6-10]
Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.	Relevant.	I can make suggestions in discussions, also in groups, express objections, reservations and counter-proposals, and give reasons for not agreeing to something or feeling misunderstood. [2012.R007-TUR/6-12]
PUBLIC ANNOUNCEMENTS		PUBLIC ANNOUNCEMENTS
B1		B1
Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
B1+		B1+
Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).	Partially relevant: could work towards this with age appropriate tasks, such as a classroom presentation.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
B1		B1
Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can create presentations on given topics or topics that I choose myself, and explain them in such a way that the audience can understand. [2012.R007-TUR/6-12] I can create projects and presentations containing in part technical terminology in such a way that they are logically structured so that they can be presented coherently and fluently. [2012.R007-TUR/6-12] (B2)
Can take follow up questions, but may have to ask for repetition if the speech was rapid.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can answer simple unprepared questions in a conversation or following a presentation, e.g. on a TV or radio programme, on everyday topics, a story I have read or heard… [70.2006-UK/PRI]
Written Production		
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
B1		B1
Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	Relevant.	I can write pieces of news (e.g. for the school newspaper); informative texts (on food, jobs, activities); reports of the daily routine (something that happened on the way to school, or at the weekend); reports of something important to me (the birth of a brother or sister, a trip, a party); texts on imaginary situations (dreams, fantastic trips); texts on hobbies, interests, free time; descriptive texts (on wildlife, on life in other countries); stories and simple poems; texts on various topics by using an encyclopaedia or the Internet. [116.2010-POR/6-10] (merged) I can write a short resume. [86.2007-ARM/6-10] I can write simple announcements by using an example. [86.2007-ARM/6-10] I can write simple instructions explaining how to do things that I already know how to do. [86.2007-ARM/6-10] I can write an advertisement text or curriculum vitae with the help of a model text. [2012.R007-TUR/6-12]
CREATIVE WRITING		CREATIVE WRITING
B1+		B1+
Can clearly signal chronological sequence in narrative text.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can write a simple review of a film, book or TV programme using a limited range of language.	Partially relevant: if he/she has necessary background knowledge.	
B1		B1
Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.	Relevant.	I can write pieces of news (e.g. for the school newspaper); informative texts (on food, jobs, activities); reports of the daily routine (something that happened on the way to school or at the weekend); texts on hobbies, interests, free time; descriptive texts (on wildlife, on life in other countries); texts on various topics by using an encyclopaedia or the Internet. [116.2010-POR/6-10] (merged) I can write about making food. [11.2001-IE/PRI] I can write a description of my favourite things using words for colours and shapes. [11.2001-IE/PRI] I can write about the daily life of a person who helps us. [11.2001-IE/PRI]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can write about living in Ireland or in another country in the world. [11.2001-IE/PRI] I can write about something that happened in history or might happen in the future. [11.2001-IE/PRI] I can write about my friends and what we do together. [11.2001-IE/PRI] I can write about wildlife or the activities that happen in our local area. [11.2001-IE/PRI] I can communicate ideas accurately and in an appropriate style over a range of topics, e.g. using a range of tenses and adapting language I have learnt previously… [70.2006-UK/PRI] I can write a clear, detailed description on topics I am familiar with or interested in. [86.2007-ARM/6-10] I can describe people or places I know, or write an imaginary story about them. [86.2007-ARM/6-10] I can write about my goals and dreams (e.g. keep a diary…). [86.2007-ARM/6-10] I can describe a person, e.g. describe a classmate. [94.2008-AUS/6-10] I can describe my free-time activities, e.g. play a musical instrument. [94.2008-AUS/6-10] I can describe an animal, my favourite animal. [94.2008-AUS/6-10] I can rewrite or expand stories in short texts by using different perspectives. [2012.R007-TUR/6-12]
Can write accounts of experiences, describing feelings and reactions in simple connected text.	Relevant.	I can write reports of something important to me (the birth of a brother or sister, a trip, a party). [116.2010-POR/6-10] I can write about things that happen and the things I like and don't like. [11.2001-IE/PRI] I can write about my day at home or in school. [11.2001-IE/PRI] I can write about something I did in the area where I live. [11.2001-IE/PRI] I can write a summary of the plot of a book or a film. [86.2007-ARM/6-10] I can write simple texts for the class newspaper/poster about an event (excursion, performance, sports competition) or on topics that interest me. [86.2007-ARM/6-10] I can describe my feelings in writing – when I am sad or happy, or excited about something, when I have to cheer up or comfort my friends, etc. [86.2007-ARM/6-10] I can write about an experience at school, e.g. about my first day at school. [94.2008-AUS/6-10] I can write a text about an event during the year that I am interested in, e.g. about changing schools. [94.2008-AUS/6-10] I can write down how I feel and explain why, e.g. why I am angry today. [94.2008-AUS/6-10] I can report about when I was ill, e.g. when I had to stay in a hospital. [94.2008-AUS/6-10] I can report on other people's experiences and respective feelings. [2012.R007-TUR/6-12]
Can write a description of an event, a recent trip - real or imagined.	Relevant.	I can write texts on imaginary situations (dreams, fantastic trips); stories and simple poems. [116.2010-POR/6-10] (merged) I can write about a festival or celebration. [11.2001-IE/PRI] I can write about real or imaginary events or journeys. [86.2007-ARM/6-10] I can write about my holidays, e.g. how I spent my summer holidays. [94.2008-AUS/6-10] I can describe the order of events, e.g. programme for an outing. [94.2008-AUS/6-10] I can report about an event in my home-town, e.g. about a summer festival. [94.2008-AUS/6-10]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can write a travel report, e.g. about a boat trip. [94.2008-AUS/6-10] I can write formally about events. [2012.R007-TUR/6-12]
Can narrate a story.	Relevant.	I can write a short story about an animal. [11.2001-IE/PRI] I can describe people or places I know, or write an imaginary story about them. [86.2007-ARM/6-10] I can write narrative stories describing events in logical order. [86.2007-ARM/6-10] I can write a story about a picture or picture series concerning a school theme, e.g. a series of pictures about a fight during the break. [94.2008-AUS/6-10] I can write a simple role-play, e.g. a short theatre play. [94.2008-AUS/6-10] I can write a simple story I like, e.g. a fantasy story. [94.2008-AUS/6-10]
WRITTEN REPORTS AND ESSAYS		WRITTEN REPORTS AND ESSAYS
B1+		B1+
Can write short, simple essays on topics of interest.	Relevant.	I can write a clear, organised essay on a topic I am familiar with or interested in. [86.2007-ARM/6-10] (B1) I can write a short essay about things I like doing or I am interested in. [86.2007-ARM/6-10] (B1)
Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.	Partially relevant: could work towards this with age appropriate tasks.	
Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	Partially relevant e.g. on topics related to school subjects, interests, etc.	I can write texts on various topics by using an encyclopaedia or the Internet. [116.2010-POR/6-10] (B1) I can write simple summaries on topics I am interested in. [86.2007-ARM/6-10] (B1) I can write simple summaries on topics of my interest as well as express my opinion on those topics. [86.2007-ARM/6-10] (B1) I can write a short outline of a text I have read. [86.2007-ARM/6-10] (B1) I can write a summary of the plot of a book or a film. [86.2007-ARM/6-10] (B1)
B1		B1
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	Partially relevant: e.g. reports for school subjects with a template provided , e.g. on a science experiment.	
Can present a topic in a short report or poster, using photographs and short blocks of text.	Partially relevant: e.g. reports/posters for school subjects with a template provided , e.g. on a science experiment.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Production Strategies		
PLANNING		PLANNING
B1		B1
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	Relevant.	
COMPENSATING		COMPENSATING
B1+		B1+
Can define the features of something concrete for which he/she can't remember the word.	Relevant.	
Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).	Relevant.	I can use a simpler synonym or describe in other words the words I don't know or have forgotten. [86.2007-ARM/6-10] (NL)
B1		B1
Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction".	Relevant.	I can use another simple word with the same meaning and ask my partner to correct my mistakes. [86.2007-ARM/6-10] (NL)
Can foreignise a mother tongue word and ask for confirmation.	Relevant.	
MONITORING AND REPAIR		MONITORING AND REPAIR
B1+		B1+
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	Relevant.	
B1		B1
Can ask for confirmation that a form used is correct.	Relevant.	I can check sentence structure by comparing with grammar rules and speech patterns I am familiar with. [86.2007-ARM/6-10] (NL)
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
B1+		B1+
Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.	Partially relevant: on topics related to school subjects, interests, etc.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
B1		B1
Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Partially relevant: if subject matter is familiar.	I can discuss common interests/hobbies with my schoolmates (music, football, books…). [116.2010-POR/6-10] I can answer questions about weather. [11.2001-IE/PRI] I can answer questions about the celebrations in my home. [11.2001-IE/PRI] I can communicate with people on common, everyday topics. [86.2007-ARM/6-10] I can play a part in a role-play, e.g. a part in a drama at a school presentation. [94.2008-AUS/6-10] I can cope linguistically with many everyday situations. [2012.R007-TUR/6-12]
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
B1		B1
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	Relevant.	I can understand when people tell me what they've done (e.g. on a trip, on a weekend,…) [116.2010-POR/6-10] I can easily understand my teachers and my friends. [11.2001-IE/PRI] I can understand the other pupils in my class. [11.2001-IE/PRI] I can understand exactly what the teacher says to me. [11.2001-IE/PRI] I can understand my conversation partner, when he/she speaks on familiar topics clearly, not very fast and in standard dialect. [86.2007-ARM/6-10] I can understand personal questions, e.g. where I go to school and what my hobbies are. [94.2008-AUS/6-10] I can basically understand when someone talks about his/her free-time activities, e.g. about a hobby. [94.2008-AUS/6-10] I can understand when someone explains the order of events, e.g. end of year celebration at school. [94.2008-AUS/6-10] I can basically understand when someone talks about past or future events, e.g. about plans for a school outing. [94.2008-AUS/6-10] I can basically understand when somebody talks about how he/she is, e.g. when someone tells about his/her illness. [94.2008-AUS/6-10]
CONVERSATION		CONVERSATION
B1+		B1+
Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.	Partially relevant: if subject matter is familiar.	
Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.	Partially relevant: if subject matter is familiar.	
B1		B1
Can enter unprepared into conversations on familiar topics.	Relevant.	I can answer simple unprepared questions in a conversation or following a presentation, e.g. on a TV or radio programme, on everyday topics, a story I have read or heard… [70.2006-UK/PRI]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
		I can on the spot, join in conversation on topics that are familiar and explain what the conversation is about. [86.2007-ARM/6-10] I can take part in a conversation on a familiar topic without preparation, though sometimes I ask for repetition or explanation of a word. [86.2007-ARM/6-10] I can join in a conversation about free-time activities that are familiar to me, e.g. ask questions about a sports activity. [94.2008-AUS/6-10] I can join in conversations about familiar places and countries, e.g. about a city I have already visited. [94.2008-AUS/6-10] I can talk to someone about how an event has happened. [2012.R007-TUR/6-12]
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	Partially relevant: if subject matter is familiar.	I can understand when people tell me what they've done (e.g. on a trip, on a weekend,…) [116.2010-POR/6-10] I can easily understand my teachers and my friends. [11.2001-IE/PRI] I can understand the other pupils in my class. [11.2001-IE/PRI] I can understand exactly what the teacher says to me. [11.2001-IE/PRI] I can understand my conversation partner, when he/she speaks on familiar topics clearly, not very fast and in standard dialect. [86.2007-ARM/6-10] I can understand personal questions, e.g. where I go to school and what my hobbies are. [94.2008-AUS/6-10] I can basically understand when someone talks about his/her free-time activities, e.g. about a hobby. [94.2008-AUS/6-10] I can understand when someone explains the order of events, e.g. end of year celebration at school. [94.2008-AUS/6-10] I can basically understand when someone talks about past or future events, e.g. about plans for a school outing. [94.2008-AUS/6-10] I can basically understand when somebody talks about how he/she is, e.g. when someone tells about his/her illness. [94.2008-AUS/6-10]
Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	Relevant.	I can keep a conversation going, give opinion and ask questions, even with occasional difficulty. [116.2010-POR/6-10]
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	Relevant.	I can tell my teachers about what worries me. [116.2010-POR/6-10] I can express my happiness, sadness, surprise, and interest and respond to the feelings expressed by the person I speaking to (happiness, sadness, surprise, etc.). [86.2007-ARM/6-10] I can express surprise, happiness, sadness, interest, and indifference, and react to the respective expressions of other people's emotions. [2012.R007-TUR/6-12]
INFORMAL DISCUSSION (with friends)		INFORMAL DISCUSSION (with friends)
B1+		B1+
Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.		
Can explain why something is a problem.	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can give brief comments on the views of others.	Partially relevant: could work towards this with age appropriate tasks, such as classroom debates.	
Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	Partially relevant: if subject matter is familiar.	
B1		B1
Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language.	Relevant.	
Can give or seek personal views and opinions in discussing topics of interest.	Relevant.	I can give and account for my opinion. [116.2010-POR/6-10] I can ask and answer about many subjects. [116.2010-POR/6-10] I can discuss common interests / hobbies with my schoolmates (music, football, books…). [116.2010-POR/6-10] I can talk to my schoolmates about different countries. [116.2010-POR/6-10] I can talk about the environment, a piece of news I have heard, an event. [116.2010-POR/6-10] I can talk with my friends about the clothes I like. [11.2001-IE/PRI] I can talk to my friends about things in the area outside school. [11.2001-IE/PRI] I can take part in a discussion, giving and justifying my opinions and ideas, e.g. on a subject discussed in class, on a book, film or TV programme… [70.2006-UK/PRI] I can provide information and express my opinion on familiar matters, if the people I speak with help me to think about what I want to say or repeat what I haven't understood. [86.2007-ARM/6-10] I can explain a topic or a problem, express my opinion about the topic of discussion, and listen to others' opinions. [86.2007-ARM/6-10] I can talk to people and exchange ideas on more abstract topics (e.g. music, films and books). [86.2007-ARM/6-10] I can take part in a class discussion provided it is a familiar topic, e.g. a conversation about a game in PE lesson. [94.2008-AUS/6-10] I can actively take part in talks about nature topics I am interested in, e.g. about life in water. [94.2008-AUS/6-10] I can take part in a conversation about clothing, e.g. which items of clothing we like. [94.2008-AUS/6-10] I can talk about activities which interest me in my environment, e.g. about a festival in the city. [94.2008-AUS/6-10] I can state and justify my opinions; I can agree, disagree politely and make suggestions. [2012.R007-TUR/6-12]
Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	Relevant.	I can help to solve routine problems (e.g. when doing a project in class, saying what I think and asking others what they think. [86.2007-ARM/6-10] I can make suggestions, discuss with friends what we are going to do and where we are going, as well as make time and place arrangements. [86.2007-ARM/6-10] I can plan a celebration with others, e.g. a birthday party. [94.2008-AUS/6-10]
Can express belief, opinion, agreement and disagreement politely.	Partially relevant: could work towards this with support and guidance.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
FORMAL DISCUSSION (meetings)		FORMAL DISCUSSION (meetings)
B1+		B1+
Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.	Partially relevant: e.g.on topics related to school subjects, interests, etc.	
Can put over a point of view clearly, but has difficulty engaging in debate.	Partially relevant: e.g.on topics related to school subjects, interests, etc.	I can clearly express my opinion, but have difficulties participating in a debate. [86.2007-ARM/6-10]
B1		B1
Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	Partially relevant: could work towards this with age appropriate topics such as rules of behaviour.	
Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
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.)
B1+		B1+
Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.	Partially relevant: if subject matter is familiar.	
Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	Partially relevant: if subject matter is familiar.	
Can give brief comments on the views of others.	Partially relevant: could work towards this with age appropriate tasks, such as classroom debates.	
B1		B1
Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.	Partially relevant: if subject matter is familiar.	
Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	Relevant.	I can help to solve routine problems (e.g. when doing a project in class, saying what I think and asking others what they think. [86.2007-ARM/6-10] I can plan a celebration with others, e.g. a birthday party. [94.2008-AUS/6-10]
Can invite others to give their views on how to proceed.	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
OBTAINING GOODS AND SERVICES		OBTAINING GOODS AND SERVICES
B1		B1
Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow up questions as necessary.	Partially relevant: if subject matter is familiar.	
Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.	Partially relevant: could work towards this with support and guidance.	I can cope with less routine situations in stores or post offices (e.g. returning an unsatisfactory purchase). [86.2007-ARM/6-10]
Can make a complaint.	Partially relevant: if subject matter is familiar.	
Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.	Partially relevant: could work towards this with support and guidance.	I can cope with unexpected situations that happen during a holiday or a trip (e.g. sees a doctor, have a broken bicycle repaired, etc.). [86.2007-ARM/6-10] I can ask people to help me when I am travelling (e.g. asking people how to get to a place, at what bus or metro station to get off, etc.). [86.2007-ARM/6-10]
INFORMATION EXCHANGE		INFORMATION EXCHANGE
B1+		B1+
Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can check information and explain something. [86.2007-ARM/6-10] (B1)
Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		B1
Can find out and pass on straightforward factual information.	Relevant.	I can tell others what I have just heard about. [116.2010-POR/6-10] I can explain how to play a game. [116.2010-POR/6-10]
Can ask for and follow detailed directions.	Partially relevant: could work towards this with age appropriate tasks such as directions within school environment.	During a trip to a foreign country, I can ask how to get to a place, where it is situated, how to find a hotel, and follow detailed instructions. [86.2007-ARM/6-10]
Can obtain more detailed information.	Relevant.	I can ask the teacher questions in class. [11.2001-IE/PRI] I can ask questions about people's jobs. [11.2001-IE/PRI]
Can offer advice on simple matters within his/her field of experience.	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
B1+		B1+
Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.	Relevant.	
Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
B1		B1
Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.	Relevant.	
Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	Partially relevant: e.g. on topics related to school subjects or hobbies.	I can conduct an interview if I am prepared for it. [2012.R007-TUR/6-12]
USING TELECOMMUNICATIONS		USING TELECOMMUNICATIONS
B1+		
Can use telecommunications for everyday personal or professional purposes, provided he/she can ask for clarification from time to time.	Partially relevant: could work towards this with age appropriate tasks such as role-plays.	
Can give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car).	Partially relevant: could work towards this with age appropriate tasks such as role-plays.	
B1		B1
Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).	Relevant.	
Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally.	Relevant.	I can handle routine telephone calls with people I know. [86.2007-ARM/6-10] I can have a telephone conversation with familiar persons, e.g. arrange to meet someone. [94.2008-AUS/6-10] I can begin, follow, and end a conversation in an appropriate way, and give impulses with my contributions on familiar topics face to face or on the telephone. [2012.R007-TUR/6-12]

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Written Interaction		
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
B1		B1
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	Relevant, if subject matter is familiar.	
CORRESPONDENCE		CORRESPONDENCE
B1+		B1+
Can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences.	Relevant.	
Can reply to an advertisement in writing and ask for further information on items which interest him/her.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
B1		B1
Can write personal letters describing experiences, feelings and events in some detail.	Partially relevant: if subject matter is familiar.	I can write emails letters, letters, postcards. [116.2010-POR/6-10] I can write news or a postcard using colours, size or shapes to describe something. [11.2001-IE/PRI] I can write a short letter describing the weather in Ireland and how we dress in different types of weather. [11.2001-IE/PRI] I can write a short letter or news about how I come to school every day. [11.2001-IE/PRI] I can write personal letters to my friends and acquaintances, asking questions, letting them know what I have been doing, describing current events, and explaining how I feel about things. [86.2007-ARM/6-10] I can write a personal letter, e.g. a letter to a friend. [94.2008-AUS/6-10] I can write about the weather in my vacation area in a letter, e.g. about the weather during my ski holiday. [94.2008-AUS/6-10] Napišem kratko besedilo, na primer preprosto pismo, v katerem opišem svoje pocitnice, hobije, izlet, svoj kraj … [118.2010-SLO/6-10] (A2+)
Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation.	Relevant.	I can write a simple text, e.g. a letter, giving and seeking information, e.g. about holidays, hobbies, outings, where I live… [70.2006-UK/PRI] (A2) I can produce formal and informal texts in appropriate styles, e.g. a letter requesting an item of shopping or information about a region… [70.2006-UK/PRI]
NOTES, MESSAGES AND FORMS		NOTES, MESSAGES AND FORMS
B1+		B1+
Can take routine messages that are likely to occur in a personal, professional or academic context.	Partially relevant: could work towards this with age appropriate topics.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can take messages communicating enquiries, explaining problems.	Partially relevant: could work towards this with age appropriate topics.	
B1		B1
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	Relevant.	
Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.	Partially relevant: if subject matter is familiar.	
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
B1+		B1+
Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.	Partially relevant: could work towards this in age appropriate contexts.	
B1		B1
Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.	Partially relevant: could work towards this in age appropriate contexts.	
Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.	Partially relevant: could work towards this in age appropriate contexts.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
B1+		B1+
Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.	Partially relevant: could work towards this with age appropriate tasks.	
B1		B1
Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.	Partially relevant: could work towards this with age appropriate tasks.	
Interaction Strategies		
TURNTAKING		TURNTAKING
B1+		B1+
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		B1
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	Relevant.	I can start, continue, and finish simple conversations, if the topics of are familiar and interesting to me. [86.2007-ARM/6-10] I can begin, follow, and end a conversation in an appropriate way, and give impulses with my contributions on familiar topics face to face or on the telephone. [2012.R007-TUR/6-12]
COOPERATING		COOPERATING
B1+		B1+
Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	I can keep the conversation going and show that I am listening attentively by using phrases expressing my attitude: surprise, approval, agreement, disagreement ("Really?", "Of course", "Certainly", "Never" "Interesting…", "I see", "I agree", "I disagree" and so on). [86.2007-ARM/6-10] (NL)
Can use questions, comments and simple reformulations to maintain the focus of a discussion.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can summarise the point reached in a discussion and so help focus the talk.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
B1		B1
Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course..	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	I can repeat in my own words what my partner said, or stress words and sentences to make sure I understand correctly. [86.2007-ARM/6-10] (NL) I can repeat statements made by the person I am speaking to, in order to be sure I understand him/her correctly. [86.2007-ARM/6-10]
Can invite others into the discussion	Relevant.	I can invite my friend to join the conversation and express his/her opinion, when he/she is silent. [86.2007-ARM/6-10]
ASKING FOR CLARIFICATION		ASKING FOR CLARIFICATION
B1		B1
Can ask someone to clarify or elaborate what he or she has just said.	Relevant.	I can ask questions to clarify the meaning when listening. [86.2007-ARM/6-10] (NL) I can ask my partner to explain what he/she has said. [86.2007-ARM/6-10] (NL) I can ask the person speaking to repeat some words or thoughts, or ask the person to say everything more clearly during a conversation. If the person speaks very fast or for a long time, I can ask the person to repeat what was said or to speak slower. [86.2007-ARM/6-10]
Mediation Activities		
OVERALL MEDIATION		
B1+		
Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
B1		
Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Mediating a text		
RELAYING SPECIFIC INFORMATION IN SPEECH		
B1		
Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.	Partially relevant: if subject matter is familiar.	
Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).	Partially relevant: if subject matter is familiar.	
Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).	Partially relevant: if subject matter is familiar.	
RELAYING SPECIFIC INFORMATION IN WRITING		
B1		
Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).	Partially relevant: could work towards this with age appropriate tasks (e.g. with help on formulation, with sufficient time given, etc.).	
Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.	Partially relevant: could work towards this with age appropriate tasks (e.g. with help on formulation, with sufficient time given, etc.).	
Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.	Partially relevant: could work towards this with age appropriate tasks (e.g. with help on formulation, with sufficient time given, etc.).	
EXPLAINING DATA (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) IN SPEECH		
B1+		
Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.	Partially relevant: could work towards this with age appropriate materials or texts.	
B1		
Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.	Partially relevant: could work towards this with age appropriate materials or texts.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
EXPLAINING DATA (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) IN WRITING		
B1+		
Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B1		
Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A).	Partially relevant: could work towards this with age appropriate tasks.	
PROCESSING TEXT IN SPEECH		
B1+		
Can summarise (in Language B) the main points made in long spoken texts (in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B1		
Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	Partially relevant: could work towards this with age appropriate materials or texts.	
Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	Partially relevant: if subject matter is familiar.	
Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.	Partially relevant: if subject matter is familiar.	
Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.	Partially relevant: if subject matter is familiar.	
PROCESSING TEXT IN WRITING		
B1+		
Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B1		
Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
TRANSLATING A WRITTEN TEXT IN SPEECH		
B1+		
Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B1		
Can provide an approximate spoken translation into (Language B) of clear, well-structured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
TRANSLATING A WRITTEN TEXT IN WRITING		
B1+		
Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur the translation remains comprehensible.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B1		
Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
B1		
Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)		
B1		
Can explain why certain parts or aspects of a work especially interested him/her.	Relevant.	
Can explain in some detail which character he/she most identified with and why.	Partially relevant: could work towards this with support and guidance given.	
Can relate events in a story, film or play to similar events he/she has experienced or heard about.	Relevant.	
Can relate the emotions experienced by a character in a work to emotions he/she has experienced.	Partially relevant: could work towards this with support and guidance given.	
Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.	Relevant.	
Can explain briefly the feelings and opinions that a work provoked in him/her.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can describe the personality of a character.	Partially relevant: could work towards this with support and guidance given.	
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)		
B1		
Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.	Relevant.	
Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Mediating concepts		
Collaborating in a group		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
B1+		
Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	Partially relevant: if subject matter is familiar.	
Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	Partially relevant: could work towards this with age appropriate tasks.	
B1		
Can invite other people in a group to speak.	Relevant.	
COLLABORATING TO CONSTRUCT MEANING		
B1+		
Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can use questions, comments and simple reformulations to maintain the focus of a discussion.	Partially relevant: could work towards this with age appropriate tasks.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can ask for further details and clarifications from other group members in order to move a discussion forward.	Partially relevant: could work towards this with age appropriate tasks.	
B1		
Can ask a group member to give the reason(s) for their views.	Relevant.	
Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	Relevant.	
Leading group work		
MANAGING INTERACTION		
B1+		
Can allocate the turn in a discussion, inviting a participant to say something.	Partially relevant: could work towards this with age appropriate tasks.	
B1		
Can give simple, clear instructions to organise an activity.	Partially relevant: could work towards this with age appropriate tasks.	
ENCOURAGING CONCEPTUAL TALK		
B1+		
Can ask people to elaborate on specific points they made in their initial explanation.	Partially relevant: could work towards this with age appropriate tasks.	
Can ask appropriate questions to check understanding of concepts that have been explained.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can ask questions to invite people to clarify their reasoning.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		
Can ask why someone thinks something, or how they think something would work.		

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
FACILITATING PLURICULTURAL SPACE		
B1+		
Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	Partially relevant: could work towards this with age appropriate tasks.	
Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B1		
Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (with friends and colleagues)		
B1+		
Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.	Partially relevant: could work towards this with age appropriate tasks.	
B1		
Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	Partially relevant: if subject matter is familiar.	
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
B1+		
Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
B1		
Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.	Relevant.	
Mediation Strategies		
Strategies to explain a new concept		
LINKING TO PREVIOUS KNOWLEDGE		
B1+		
Can explain how something works by providing examples which draw upon people's everyday experiences.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B1		
Can show how new information is related to what people are familiar with by asking simple questions.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
ADAPTING LANGUAGE		
B1+		
Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B1		
Can paraphrase short written passages in a simple fashion, using the original order of the text.	Relevant	
BREAKING DOWN COMPLICATED INFORMATION		
B1+		
Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
B1		
Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.	Relevant.	
Strategies to simplify a text		
AMPLIFYING DENSE TEXT		
B1+		
Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	Partially relevant: if subject matter is familiar.	
B1		
Can make an aspect of an everyday topic clearer by providing simple examples.	Partially relevant: if subject matter is familiar.	
STREAMLINING A TEXT		
B1		
Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Communicative Language Competences		
Linguistic		
GENERAL LINGUISTIC RANGE		GENERAL LINGUISTIC RANGE
B1+		B1+
Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
B1		B1
Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
VOCABULARY RANGE		VOCABULARY RANGE
B1		B1
Has a good command of a range of vocabulary related to familiar topics and everyday situations.	Relevant.	
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	Relevant.	
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
B1+		B1+
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	Relevant.	I can communicate ideas accurately and in an appropriate style over a range of topics, e.g. using a range of tenses and adapting language I have learnt previously… [70.2006-UK/PRI] (B1)
B1		B1
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Relevant.	
VOCABULARY CONTROL		VOCABULARY CONTROL
B1+		B1+
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	Relevant.	
B1		B1
Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		OVERALL PHONOLOGICAL CONTROL
B1		B1
Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	Relevant.	
SOUND ARTICULATION		SOUND ARTICULATION
B1+		B1+
As B1		
B1		B1
Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
PROSODIC FEATURES		PROSODIC FEATURES
B1+		B1+
As B1		
B1		B1
Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.	Relevant.	
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
B1		B1
Can produce continuous writing, which is generally intelligible throughout.	Relevant.	
Spelling, punctuation and layout are accurate enough to be followed most of the time.	Relevant.	
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
B1		B1
Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register	Relevant.	
Is aware of the salient politeness conventions and acts appropriately	Relevant.	I can follow the rules of polite speech that are accepted in the country where the language is spoken. [86.2007-ARM/6-10]
Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community.	Partially relevant: e.g. when interacting with peers.	
Pragmatic		
FLEXIBILITY		FLEXIBILITY
B1+		B1+
As B1		
B1		B1
Can adapt his/her expression to deal with less routine, even difficult, situations.	Relevant.	
Can exploit a wide range of simple language flexibly to express much of what he/she wants.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
TURNTAKING		TURNTAKING
B1+		B1+
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	Partially relevant: on topics related to school subjects, interests, etc.	
B1		B1
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	Relevant.	I can start, continue, and finish simple conversations, if the topics of are familiar and interesting to me. [86.2007-ARM/6-10] I can begin, follow, and end a conversation in an appropriate way, and give impulses with my contributions on familiar topics face to face or on the telephone. [2012.R007-TUR/6-12]
THEMATIC DEVELOPMENT		THEMATIC DEVELOPMENT
B1+		B1+
Can clearly signal chronological sequence in narrative text.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can develop an argument well enough to be followed without difficulty most of the time.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
B1		B1
Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas.	Partially relevant: restricted to only a few simple text types.	I can write a clear, organised essay on a topic I am familiar with or interested in. [86.2007-ARM/6-10]
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	Relevant.	I can describe a thing or a phenomenon from familiar lessons in sequence. [86.2007-ARM/6-10] I can retell the plot of a simple story quite fluently, logically, and chronologically. [86.2007-ARM/6-10] I can write narrative stories describing events in logical order. [86.2007-ARM/6-10]
COHERENCE AND COHESION		COHERENCE AND COHESION
B1+		B1+
Can introduce a counter-argument in a simple discursive text (e.g. with 'however').	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
B1		B1
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Relevant.	
Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can make simple, logical paragraph breaks in a longer text.	Relevant.	
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
B1+		B1+
Can explain the main points in an idea or problem with reasonable precision.	Partially relevant: if subject matter is familiar.	
B1		B1
Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	Relevant.	
Can express the main point he/she wants to make comprehensibly.	Relevant.	`
SPOKEN FLUENCY		SPOKEN FLUENCY
B1+		B1+
Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.	Partially relevant: if subject matter is familiar.	
B1		B1
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Relevant.	
Plurilingual and Pluricultural Competences		
BUILDING ON PLURICULTURAL REPERTOIRE		
B1+		B1+
As B1		
B1		B1
Can generally act according to conventions regarding posture, eye contact, and distance from others.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can generally respond appropriately to the most commonly used cultural cues.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.	Partially relevant: could work towards this with age appropriate	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
	tasks and with support and guidance given.	
Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
PLURILINGUAL COMPREHENSION		
B1+		B1+
As B1		
B1		
Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in different languages.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can extract information from documents written in different languages in his/her field, e.g. to include in a presentation.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and 'false friends'.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can use his/her knowledge of contrasting grammatical structures and functional expressions of languages in his/her plurilingual repertoire in order to support comprehension.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can use what he/she has understood in one language to understand the topic and main message of a text in another language (e.g. when	Partially relevant: could work towards this with age appropriate	

Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
reading short newspaper articles on the same theme written in different languages).	tasks and with support and guidance given.	
Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. news in brief, museum brochure, online reviews).	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
BUILDING ON PLURILINGUAL REPERTOIRE		
B1+		B1+
As above		
B1		B1
Can exploit creatively his limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B2 / B2+		
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
B2+		B2+
Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	Partially relevant: with topics "normally encountered" likely to be fairly restricted.	
B2		B2
Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation.	Partially relevant: on concrete topics.	
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
B2+		B2+
Can keep up with an animated conversation between highly proficient speakers.	Partially relevant: e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	
B2		B2
Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several highly proficient speakers who do not modify their language in any way.	Partially relevant: could work towards this with age appropriate tasks, e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	I can follow a complicated conversation if the speakers adapt themselves to my level. [2012.R007-TUR/6-12]
Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.	Partially relevant: could work towards this with age appropriate tasks, e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.	Partially relevant: could work towards this with age appropriate tasks.	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS
B2		B2
Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed.	Partially relevant: on concrete topics related to his/her everyday life/interests.	
Can understand detailed instructions well enough to be able to follow them successfully.	Partially relevant: e.g. detailed instructions in class.	
LISTENING TO AUDIO MEDIA AND RECORDINGS		LISTENING TO AUDIO MEDIA AND RECORDINGS
B2		B2
Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.	Partially relevant: with audio material on concrete topics, related to everyday life, interests, etc.	I can follow the contents of contemporary literary texts. [2012.R007-TUR/6-12] (medium not specified) I can follow radio and TV programmes, and feature films if they are spoken at a normal speed and in the standard language. [2012.R007-TUR/6-12]
Audio-visual Reception		
WATCHING TV AND FILM		WATCHING TV AND FILM
B2		B2
Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.	Partially relevant: could work towards this with age appropriate tasks and topics.	I can follow radio and TV programmes, and feature films if they are spoken at a normal speed and in the standard language. [2012.R007-TUR/6-12]
Written Reception		
READING CORRESPONDENCE		READING CORRESPONDENCE
B2+		B2+
B2		B2
Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	Partially relevant: could work towards this with age appropriate tasks,	
Can understand what is said in a personal email or posting even where some colloquial language is used.	Partially relevant: could work towards this with age appropriate tasks, such as penfriending.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
READING FOR INFORMATION AND ARGUMENT		READING FOR INFORMATION AND ARGUMENT
B2		B2
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	Partially relevant: could work towards this with age appropriate texts such as stories.	I can read and understand specialised articles in my special field of interest if I can consult the dictionary now and then. [2012.R007-TUR/6-12] I can understand subject and the main content of somewhat more complex texts, and extract relevant information from them. [2012.R007-TUR/6-12] I can understand longer argumentative texts, i.e. follow thoughts and determine points of view. [2012.R007-TUR/6-12]
READING AS A LEISURE ACTIVITY		READING AS A LEISURE ACTIVITY
B2		B2
Can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary.	Partially relevant: if subject matter is familiar.	I can study individual aspects while reading literary texts. [2012.R007-TUR/6-12]
Production Activities		
Spoken Production		
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
B2		B2
Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	Partially relevant: could work towards this with age appropriate tasks, such as 'show and tell'.	I can recite a text effectively, and sometimes I can also spontaneously continue and deviate from the manuscript. [2012.R007-TUR/6-12]
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
B2		B2
Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	Partially relevant: could work towards this with age appropriate tasks, such as 'show and tell'.	I can describe and explain more complex connections and courses of events. [2012.R007-TUR/6-12]
Can describe the personal significance of events and experiences in detail.	Partially relevant: could work towards this with age appropriate tasks, such as 'show and tell'.	
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
B2		B2
Can give a clear, detailed description of how to carry out a procedure.	Partially relevant: e.g. on topics related to school subjects or hobbies.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can communicate the essential points in a straightforward way even in more demanding situations.	Partially relevant: e.g. on topics related to school subjects or hobbies.	I can summarise lengthy texts in such a way that people listening to me clearly understand the most essential parts, and I can state individual aspects more precisely. [2012.R007-TUR/6-12]
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)		SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)
B2		B2
Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can present my point of view on a current topic or problem, and support it with suitable examples. [2012.R007-TUR/6-12]
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
B2		B2
Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	Partially relevant: could work towards this with age appropriate tasks, such as a classroom presentation.	
Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Written Production		
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
B2		B2
Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.	Partially relevant: could work towards this with simple age appropriate tasks, such as describing a hobby.	I can write clearly structured and detailed texts on various subjects from my fields of interest. [2012.R007-TUR/6-12]
CREATIVE WRITING		CREATIVE WRITING
B2+		B2+
Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.	Partially relevant: if he/she has necessary background knowledge/is given e.g. a template.	I can write simple literary texts according to a model text if somebody helps me. [2012.R007-TUR/6-12] (B2)
B2		B2
Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	Partially relevant: could work towards this with age appropriate tasks, such as stories or describing a hobby.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can write a review of a film, book or play.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
WRITTEN REPORTS AND ESSAYS		WRITTEN REPORTS AND ESSAYS
B2+		B2+
Can write a detailed description of a complex process.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can evaluate different ideas or solutions to a problem.	Partially relevant: could work towards this with age appropriate simple tasks on familiar topics.	
B2		B2
Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	Partially relevant: could work towards this with age appropriate simple tasks such as essays on topics related to school subjects or hobbies.	I can discuss a subject in detail and present arguments for and against a specific point of view, as well as explain advantages and disadvantages. [2012.R007-TUR/6-12]
Can synthesise information and arguments from a number of sources.	Partially relevant: e.g. on topics related to school subjects or hobbies.	I can summarise or create a new text based on information gathered from reading or listening. [2012.R007-TUR/6-12]
Production Strategies		
COMPENSATING		COMPENSATING
B2		B2
Can address most communication problems by using circumlocutions, or by avoiding difficult expressions.	Partially relevant: e.g. in a lively discussion with peers.	
MONITORING AND REPAIR		MONITORING AND REPAIR
B2		B2
Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.	Relevant.	I can notice and correct errors I make while speaking. [86.2007-ARM/6-10] (NL)
Can make a note of "favourite mistakes" and consciously monitor speech for it/them.	Relevant.	I learn from my mistakes: I am careful not to make the same mistake again. [86.2007-ARM/6-10] (NL)

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
B2		B2
Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with proficient speakers of the language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	Partially relevant: e.g. on topics related to school subjects or hobbies.	I can communicate spontaneously and fluently so that it is possible to have a conversation without a great amount of effort for both partners. [2012.R007-TUR/6-12]
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
B2		B2
Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
CONVERSATION		CONVERSATION
B2+		B2+
Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.	Partially relevant: could work towards this in age appropriate contexts limited to personal needs and everyday situations.	
INFORMAL DISCUSSION (with friends)		INFORMAL DISCUSSION (with friends)
B2+		B2+
Can keep up with an animated discussion between highly proficient speakers.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
FORMAL DISCUSSION (meetings)		FORMAL DISCUSSION (meetings)
B2+		B2+
Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	Partially relevant: could work towards this with age appropriate tasks, if he/she has necessary background knowledge.	
B2		B2
Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.	Partially relevant: could work towards this with age appropriate tasks and topics.	
Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	Partially relevant: could work towards this with support and guidance.	
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.)
B2+		B2+
As B2		
B2		B2
Can understand detailed instructions reliably.	Partially relevant: could work towards this with age appropriate topics, such as school subjects, interests, etc.	
Can help along the progress of the work by inviting others to join in, say what they think etc.	Partially relevant: could work towards this with age appropriate topics, such as school subjects, interests, etc.	
Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	Partially relevant: could work towards this with age appropriate topics, such as school subjects, interests, etc.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
INFORMATION EXCHANGE		INFORMATION EXCHANGE
B2		B2
Can pass on detailed information reliably.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
USING TELECOMMUNICATION		USING TELECOMMUNICATION
B2		B2
Can participate in extended casual conversation over the phone with a known person on a variety of topics.	Partially relevant: could work towards this with age appropriate tasks such as role-plays.	I can refer to the interlocutor, and cope with linguistically complex situations even on the telephone. [2012.R007-TUR/6-12]
Can participate in casual conversation over the phone with a known person on a variety of topics.	Partially relevant: if subject matter is familiar.	I can understand my interlocutor on the telephone if we talk about my personal, everyday life. [2012.R007-TUR/6-12]
Written Interaction		
B2		B2
Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	Partially relevant: if subject matter is familiar.	
Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
B2		B2
Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.	Partially relevant: could work towards this in age appropriate contexts and if he/she has necessary background knowledge.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
B2		B2
Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Interaction Strategies		
TURNTAKING		TURNTAKING
B2		B2
Can intervene appropriately in discussion, exploiting appropriate language to do so.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
Can initiate, maintain and end discourse appropriately with effective turn taking.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
COOPERATING		COOPERATING
B2		B2
Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	I can clear up misunderstandings during conversations and also formal discussions. [2012.R007-TUR/6-12]
Can summarise the point reached at a particular stage in a discussion and propose the next steps.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Mediation Activities		
OVERALL MEDIATION		
B2		
Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Mediating a text		
TRANSLATING A WRITTEN TEXT IN WRITING		
B2		
Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)		
B2		
Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Mediating concepts		
Collaborating in a group		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
B2		
Can ask questions to stimulate discussion on how to organise collaborative work.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can help to define goals for teamwork and compare options for how to achieve them.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can refocus a discussion by suggesting what to consider next, and how to proceed.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
COLLABORATING TO CONSTRUCT MEANING		
B2+		
Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B2		
Can further develop other people's ideas and opinions.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Leading group work		
MANAGING INTERACTION		
B2		
Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can explain ground rules for collaborative discussion in small groups that involves problem-solving or the evaluation of alternative proposals.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
ENCOURAGING CONCEPTUAL TALK		
B2		
Can ask people to explain how an idea fits with the main topic under discussion.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Mediating Communication		
FACILITATING PLURICULTURAL SPACE		
B2+		
Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		
Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.	Partially relevant: could work towards this with age appropriate tasks.	
Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (with friends and colleagues)		
B2		
Can communicate in (Language B) the sense of what is said in a welcome address, anecdote or presentation in his/her field given in (Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided that the speaker stops frequently in order to allow time for him/her to do so.	Partially relevant: could work towards this with age appropriate tasks.	
Can communicate in (Language B) the sense of what is said in (Language A) on subjects within his/her fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided speakers give clarifications if needed.	Partially relevant: could work towards this with age appropriate tasks.	
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
B2		
Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Mediation Strategies		
Strategies to explain a new concept		
ADAPTING LANGUAGE		
B2		
Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
BREAKING DOWN COMPLICATED INFORMATION		
B2		
Can make a complicated process easier to understand by breaking it down into a series of smaller steps.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Communicative Language Competences		
Linguistic		
GENERAL LINGUISTIC RANGE		GENERAL LINGUISTIC RANGE
B2+		B2+
Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	Partially relevant: on topics related to school subjects, interests, etc.	
B2		B2
Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	Partially relevant: on topics related to school subjects, interests, etc.	
VOCABULARY RANGE		VOCABULARY RANGE
B2		B2
Has a good range of vocabulary for matters connected to his/her field and most general topics.	Partially relevant: on topics related to school subjects, interests, etc.	
Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	Partially relevant: on topics related to school subjects, interests, etc.	
Can produce the appropriate collocations of many words in most contexts fairly systematically.	Partially relevant: on topics related to school subjects, interests, etc.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
B2+		B2+
Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	Relevant.	
B2		B2
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	Relevant.	
Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.	Relevant.	
VOCABULARY CONTROL		VOCABULARY CONTROL
B2		B2
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		
B2		B2
Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Relevant.	
SOUND ARTICULATION		SOUND ARTICULATION
B2		B2
Can generalise from his/her repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading).	Partially relevant: could work towards this with support and guidance given.	
Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations.	Relevant.	
PROSODIC FEATURES		PROSODIC FEATURES
B2		B2
Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.	Relevant.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
B2+		B2+
B2		B2
Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	Relevant.	
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
B2+		B2+
Can express him/ herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	Partially relevant: in a restricted way (e.g. use different register in school contexts and at home).	
B2		B2
Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.	Partially relevant: in a restricted way (e.g. use different register in school contexts and at home).	
Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker.	Partially relevant: could work towards this on age appropriate topics of mutual interest.	
Pragmatic		
FLEXIBILITY		FLEXIBILITY
B2		B2
Can adjust to the changes of direction, style and emphasis normally found in conversation.	Partially relevant: restricted to familiar everyday situations.	
Can vary formulation of what he/she wants to say.	Partially relevant: restricted to familiar everyday situations.	
Can reformulate an idea to emphasise or explain a point.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
TURNTAKING		TURNTAKING
B2		B2
Can intervene appropriately in discussion, exploiting appropriate language to do so.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
Can initiate, maintain and end discourse appropriately with effective turn taking.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	
THEMATIC DEVELOPMENT		THEMATIC DEVELOPMENT
B2+		B2+
Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	Partially relevant: on topics related to school subjects or hobbies.	
Can present and respond to complex lines of argument convincingly.	Partiallly relevant: on topics related to school subjects or hobbies.	
B2		B2
Can follow the conventional structure of the communicative task concerned, when communicating straightforward ideas.	Partially relevant: if he/she has necessary background knowledge.	
Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can evaluate the advantages and disadvantages of various options.	Partially relevant: e.g. on topics related to school subjects or hobbies.	

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Can clearly signal the difference between fact and opinion.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
COHERENCE AND COHESION		COHERENCE AND COHESION
B2		B2
Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can structure longer texts in clear, logical paragraphs.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
B2		B2
Can pass on detailed information reliably.	Partially relevant: if subject matter is familiar.	
Can communicate the essential points even in more demanding situations, though his/her language lacks expressive power and idiomaticity.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
SPOKEN FLUENCY		SPOKEN FLUENCY
B2		B2
Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	Partially relevant: if subject matter is familiar.	
Can interact with a degree of fluency and spontaneity that makes regular interaction with proficient speakers of the language quite possible without imposing strain on either party.	Partially relevant: could work towards this with age appropriate topics of mutual interest.	I can communicate spontaneously and fluently so that it is possible to have a conversation without a great amount of effort for both partners. [2012.R007-TUR/6-12]

Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Plurilingual and Pluricultural Competences		
BUILDING ON PLURICULTURAL REPERTOIRE		
B2		
Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express him/herself appropriately.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can generally interpret cultural cues appropriately in the culture concerned.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
BUILDING ON PLURILINGUAL REPERTOIRE		
B2+		B2+
As B2		
B2		B2
Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can alternate between languages in his/her plurilingual repertoire in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable.	Partially relevant: could work towards this with age appropriate tasks.	

Level C1		
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		
Spoken Reception		
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms, that is delivered at a natural speed in accents that are familiar to the listener.	Partially relevant, e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	
Written Reception		
READING CORRESPONDENCE		READING CORRESPONDENCE
Can understand slang, idiomatic expressions and jokes in private correspondence.	Partially relevant: could work towards this with age appropriate tasks.	
Communicative Language Competences		
Linguistic		
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	Relevant.	
VOCABULARY CONTROL		VOCABULARY CONTROL
Occasional minor slips, but no significant vocabulary errors.	Partially relevant: if subject matter is familiar.	
OVERALL PHONOLOGICAL CONTROL		OVERALL PHONOLOGICAL CONTROL
Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.	Relevant.	
SOUND ARTICULATION		SOUND ARTICULATION
Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Partially relevant: could work towards this with support and guidance given.	

Level C1		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
PROSODIC FEATURES		PROSODIC FEATURES
Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness.	Relevant.	
Can vary intonation and place stress correctly in order to express precisely what he/she means to say.	Relevant.	
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
Spelling is accurate, apart from occasional slips of the pen.	Relevant.	
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	Partially relevant: could work towards this with age appropriate tasks, and with support and guidance.	