

Instructions: The following rubric is to be used to reflect on the work you've done during the semester and to assess whether your dossier includes evidence in line with the target proficiency level. **Dossier items may apply to multiple descriptors and there is no set number of items**; however, you should aim to have **at least one item** available per relevant skill. Please visit the sample dossier for relevant examples: <https://langync.wordpress.com/>. Review the various item descriptors and select the relevant option according to the guidelines below:

- **Not available** – There are no dossier items that reflect this specific descriptor.
- **Partially Available** – The dossier items included (e.g., a short summary of podcasts or book review) reflect this criteria to some degree but do **not** make explicit reference to the descriptor for a particular skill.
- **Available** – The dossier items included reflect the descriptor in its entirety.
- **Number of items** – Number of relevant dossier items that match the relevant descriptor.

Dossier Target Proficiency Level: A1		Use ✓ to indicate how it relates to your dossier.			
		Number of items	Not Available	Partially Available	Available
LISTENING	Suggested Dossier Evidence (Circle all that apply)				
I can understand familiar words (numbers, greetings, body parts) and short phrases in films, songs, advertisements, cartoons, etc.	List, recording, review, other (_____) Title:			✓	
I can understand simple questions about myself, days of the week, months, clock times and dates and names of everyday objects.	Essay, review, other (_____) Title:			✓	
READING					
I can read and understand materials that contain basic vocabulary related to personal details such as name, address, age, etc.	List, essay, review, other (_____) Title:			✓	
I can understand simple written messages and comments about my work, as well as words and short phrases frequently encountered in public places and newspaper articles	List, essay, review, other (_____) Title:				✓
I can locate key information about a film on calendars of public events or posters, such as where it takes place and at what time it starts and ends.	List, essay, review, other (_____) Title:				✓
SPOKEN INTERACTION					

I can ask and answer simple direct questions on very familiar topics with help from the person with whom I am talking.	Video, essay, reflection, other (_____) Title:			√	
I am able to express myself adequately in conversations with other speakers using relevant vocabulary at the A1 level and course materials.	Video, essay, reflection, other (_____) Title:				√
I can reply in an interview to simple direct questions about personal details if these are spoken very slowly and clearly in standard pronunciation with some guidance from the speaker to ensure a successful exchange .	Video, essay, reflection, other (_____) Title:				√
SPOKEN PRODUCTION					
I can give basic personal information about myself (e.g., age, address, family, subjects of study, hobbies) using set phrases.	Video, essay, reflection, other (_____) Title:				√
I can read a very short rehearsed statement out loud (e.g., to introduce a speaker, propose a toast, etc.).	Video, essay, reflection, other (_____) Title:				√
I can describe people I know using simple words and phrases at the A1 level .	Video, essay, reflection, other (_____) Title:				√
WRITING					
I can write intercultural journal entries with simple words and phrases about myself and my immediate environment.	Essay, reflection, other (_____) Title:				√
I can identify and copy relevant words and phrases , e.g. from a diagram or set of instructions.	Essay, reflection, other (_____) Title:				√
I can write a greeting card or simple email/text message using set phrases .	Essay, reflection, other (_____) Title:				√