

## Pupil assessment profile

The individual profiling form on the following page allows for a pupil's proficiency to be recorded in relation to performance in placement and subsequent progress tests.

The sheet is divided into columns which represent the three main levels, A1, A2 and B1. Each of these levels is subdivided into three to allow for accurate monitoring and to reflect the scoring of assessment tests. Progress can be recorded by shading the relevant boxes (example 1), drawing a line through the boxes (example 2) or ticking (example 3). Shading and using a continuous line both allow for partial proficiency at a level to be recorded.

Information should be entered with the date of the assessment. It is important to note that the rate of progress demonstrated by pupils in the different skills of language will generally differ. One or two skills will probably develop faster than the remaining ones.

### Example 1 (shaded profile)

|           |           | Level A1 |      |      | Dates |
|-----------|-----------|----------|------|------|-------|
|           |           | A1.1     | A1.2 | A1.3 |       |
| Placement | Listening |          |      |      | 12/9  |
|           | Speaking  |          |      |      | 22/9  |
|           | Reading   |          |      |      | 25/9  |
|           | Writing   |          |      |      | 26/9  |

### Example 2 (continuous line)

|           |           | Level A1 |      |      | Dates |
|-----------|-----------|----------|------|------|-------|
|           |           | A1.1     | A1.2 | A1.3 |       |
| Placement | Listening |          |      |      | 12/9  |
|           | Speaking  |          |      |      | 22/9  |
|           | Reading   |          |      |      | 25/9  |
|           | Writing   |          |      |      | 26/9  |

### Example 3 (ticking)

|           |           | Level A1 |      |      | Dates |
|-----------|-----------|----------|------|------|-------|
|           |           | A1.1     | A1.2 | A1.3 |       |
| Placement | Listening | ✓        | ✓    | ✓    | 12/9  |
|           | Speaking  | ✓        | ✓    |      | 22/9  |
|           | Reading   | ✓        | ✓    |      | 25/9  |
|           | Writing   | ✓        |      |      | 26/9  |

**Note:** Testing in the different skills need not be conducted during a single assessment session. It is quite appropriate to administer tests at intervals which fit into the teaching programme, recording the dates to show when the assessment was carried out.

# Primary School Assessment Kit

Name of pupil \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

| Test Set  |           | Level A1 |      |      | Level A2 |      |      | Level B1 |      |      |  |
|-----------|-----------|----------|------|------|----------|------|------|----------|------|------|--|
|           |           | A1.1     | A1.2 | A1.3 | A2.1     | A2.2 | A2.3 | B1.1     | B1.2 | B1.3 |  |
| Placement | Listening |          |      |      |          |      |      |          |      |      |  |
|           | Speaking  |          |      |      |          |      |      |          |      |      |  |
|           | Reading   |          |      |      |          |      |      |          |      |      |  |
|           | Writing   |          |      |      |          |      |      |          |      |      |  |
| Set 2     | Listening |          |      |      |          |      |      |          |      |      |  |
|           | Speaking  |          |      |      |          |      |      |          |      |      |  |
|           | Reading   |          |      |      |          |      |      |          |      |      |  |
|           | Writing   |          |      |      |          |      |      |          |      |      |  |
| Set 3     | Listening |          |      |      |          |      |      |          |      |      |  |
|           | Speaking  |          |      |      |          |      |      |          |      |      |  |
|           | Reading   |          |      |      |          |      |      |          |      |      |  |
|           | Writing   |          |      |      |          |      |      |          |      |      |  |