

Student assessment profile

The individual profiling form on the following page allows for a student's proficiency to be recorded in relation to performance in 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 students in the different skills of language will generally differ. Reading and listening may develop more quickly than speaking and writing.

Example 1 (shaded profile)

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

Example 3 (ticking)

	Level A1			Dates
	A1.1	A1.2	A1.3	
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.

Student Profile

Name of student: _____

Year and class: _____

	Level A1		Level A2		Level B1		Dates			
	A1.1	A1.2	A1.3	A2.1	A2.2	A2.3		B1.1	B1.2	B1.3
P I a c e m e n t	Listening									
	Speaking									
	Reading									
	Writing									
S e t 2	Listening									
	Speaking									
	Reading									
	Writing									
S e t 3	Listening									
	Speaking									
	Reading									
	Writing									