

Diagnostic assessment teacher notes



Aims/ Objectives

- To diagnostically assess speaking, listening, reading, writing and study skills learners have at the start of the course.
- To highlight learners' strengths and weaknesses to help teachers to plan differentiated activities within the sessions.



Timing

This booklet is designed to be integrated into your class activities as you work through **Getting Started 1-3**. It is important that you refer to the teacher notes for these sessions as outlined in the table below. However, if you have learners joining the class later in the course, it can also work as a standalone test which could be carried out on a one-to-one/small group basis. In this case, it will take approximately 2 sessions.

Task	What it assesses	When to use it (please refer to session notes for these sessions)
A	Speaking and listening	Getting Started 1, Session A, and/or Getting Started 2, Session B
B	Reading name	Getting Started 1, Session B

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C	Study skills	Getting Started 1, Session B
D	Reading basic letter sounds	Getting Started 1, Session C
E	ICT skills	Getting Started 1, ICT session
F	Numbers	Getting Started 2, Session A, Getting Started ICT 2a and b
G	Writing name and address	Getting Started 2, Session C
H	Vocabulary	Getting Started 3, ICT session
I	Reading whole words	Getting Started 3, ICT session

Traffic lights

After each task, the learner can be assigned a colour to indicate their level in the particular skills tests.

- Red The learner struggles with tasks involving these skills.
- Amber The learner copes reasonably well with tasks involving these skills.
- Green The learner completes tasks involving these skills with ease.

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Recording the results

Each booklet is a record of the individual learners' ability at the start of the course. However, you will find it useful to transfer the results to the 'Diagnostic class summary' (appendix A) as a quick reference for use when preparing sessions.

Carrying out the test

Here are brief instructions and a marking code for the tasks in the booklet. For fuller instructions, please refer to teacher notes for the sessions indicated.

Task A (Getting Started 1, Session A, or Getting Started 2, Session B)

Speaking and listening

Set up the whole class speaking and listening exercise outlined in the session notes. As you monitor, fill in the diagnostic class summary (appendix A, columns S&L1, S&L2, S&L3, S&L4 and S&L5). It is recommended that you carry out this activity either with classroom support, or complete the diagnostic class summary for half the learners in Week 1 and the other half in Week 2.

Option: If you have time and you find it useful, you could also transfer each individual learner's marks into their own diagnostic assessment booklet.

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Task B (Getting Started 1, Session B, Step 5)

Reading own name

Set up task as outlined in the session notes. Alternatively, if you are testing outside session time, write three names on a piece of paper, one of which must be the learner's first name, and one of which should start with the same letter as the learner's first name. Ask the learner to point to his/her name and read it aloud. Fill in the box in Task B in the diagnostic assessment booklet and the relevant column of the checklist (Appendix A, column R1)

Task C (Getting Started 1, Session B, all steps)

Study skills

This is assessed over all the tasks in this session. Set up the tasks outlined in the session notes. Observe the learners as they complete the activities and fill in the diagnostic class summary (appendix A), columns SS1, SS2, SS3 and SS4. You will find it useful to have classroom support; one person to organise activities and another to observe.

Option: If you have time and you find it useful, you could also transfer each individual learner's marks into their own diagnostic assessment booklet.

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Task D (Getting Started 1, Session C, Step 4)

Basic letter sound recognition

Set up the task as outlined in the session notes. Read the words aloud. Learners circle the correct letter (Part 1) or word (Part 2).

Script for Part 1 1. *pen*, 2. *teacher*, 3. *sun*, 4. *man*, 5. *door*, 6. *book*, 7. *girl*, 8. *house*, 9. *car*, 10. *five*, 11. *light*, 12. *apple*, 13. *egg*, 14. *orange*, 15. *India*, 16. *up*

Script for Part 2. 1. *man*, 2. *bus*, 3. *tap*, 4. *met*, 5. *am*, 6. *bill*, 7. *ship*, 8. *that*, 9. *chop*

After the session, mark the tasks and award red, amber or green as follows:

1-10 correct answers	● Red	The learner has little awareness of basic letter sounds.
11-20 correct answers	● Amber	The learner has some awareness of basic letter sounds.
21-25 correct answers	● Green	The learner has reasonable awareness of basic letter sounds and possibly some knowledge of common consonant digraphs.

After marking, transfer the marks over to column R2, 'Recognise basic letter sounds,' on the diagnostic class summary (appendix A).

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Task E (Getting Started 1, ICT session, Step 2)

ICT skills

Set up the tasks as outlined in the session notes. As learners are completing the tasks described, monitor and complete the checklist (Task E of the diagnostic assessment booklet) for each individual learner. After completion, give an overall mark for ICT skills, i.e. if the learner has scored predominantly red marks, award an overall mark of red. Add this mark to the diagnostic class summary (appendix A, column ICT).

Task F (Getting Started 2, Session A, Step 4)

Numbers

Set up the task as outlined in the session notes. Learners write the number corresponding to the number of objects in the picture, then listen to the teacher read aloud a phone number (e.g. the centre number) and write it down. Collect diagnostic assessment booklets and mark according to table below. Add marks to diagnostic class summary (appendix A, column W1).

Numbers	 Red	The learner struggles with this task. Often numbers are difficult to read and incorrect numbers have been written for phone number.
	 Amber	Majority of numbers are recognisable but may require practise. Phone number may have one or two errors.
	 Green	Numbers are easy to read. Correct phone number written down.

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Task G (Getting Started 2, Session C, Step 6)

Writing

Set up the activity as outlined in the session notes. Give the learners their own diagnostic assessment booklet, turned to Task G. Ask them to write in their name and address. Collect and after class, mark using the traffic lights system below. Add the marks to the diagnostic class summary (appendix A, columns W2, W3 and W4)

Form letters	● Red	The learner struggles with this task. Letters are illegible or difficult to read.
	● Amber	Letters are recognisable but may require practise.
	● Green	Letter formation is good. Letters are easy to read and generally well formed.
Write own name	● Red	The learner cannot write own name without copying.
	● Amber	The learner can write own name legibly though may need practise with handwriting. There may be one or two errors, e.g. misplaced or missing letters.
	● Green	The learner can write name legibly without errors.
Write own address	● Red	The learner cannot write own address without copying or the address is unrecognisable.
	● Amber	The learner has attempted own address but has made errors with spellings or capital letters. Words are generally recognisable.
	● Green	The learner can write own address legibly with minimal errors.

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Task H (Getting Started 3, ICT session)

Recognise basic vocabulary on familiar topics when spoken

Set up the online task as outlined in the session notes. The learner must click the image corresponding to the word they hear. When the learner has completed the task, print out the results and attach to the back of the diagnostic assessment booklet. Add the learners' scores and any comments to their individual diagnostic assessment booklets. Score the learners in the following way:

0 – 4 correct answers	● Red	The learner has very little basic vocabulary.
5 - 8 correct answers	● Amber	The learner has some basic vocabulary.
9 - 12 correct answers	● Green	The learner has reasonable basic vocabulary for this level.

Add the marks to the diagnostic class summary (appendix A, column S+L6).

Task I (Getting Started 3, ICT session)

Recognise and read whole words on a familiar topic

Set up the online task as outlined in the session notes. The learner must click the spelling corresponding to the word they hear. When the learner has completed the task, print out the results and attach to the back of the diagnostic assessment booklet. Add the learners' scores and any comments to their individual diagnostic assessment booklets. Score the learners in the following way;

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0 – 4 correct answers	● Red	The learner struggles to read whole words.
5 - 8 correct answers	● Amber	The learner can read a limited number of whole words.
9 - 12 correct answers	● Green	The learner can read a reasonable number of whole words.

 Add the mark to the diagnostic class summary (appendix A, column R3)