



Getting started: Diagnostic teacher booklet

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.



This booklet is designed to explain how you integrate the various diagnostic activities into your class for **Getting Started**. 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, carry out the assessments on a one-to-one / small group basis as time permits.

Use these assessment opportunities to learn about your learners' strengths and weaknesses to assist with your planning. However, if some learners make very rapid progress, don't insist they finish English My Way, but refer them to more appropriate learning. For more information on assessment, go to English My Way | Help & training | Professional Development | [2. Assessment: Supporting the 'Learner Journey'](#).

If you think some learners may have learning difficulties and disabilities, refer to English My Way | Help & training | Professional Development | [3. Supporting ESOL learners with learning difficulties and disabilities](#) and use some of the suggested techniques.

Skills assessed through Getting started

Table 1 shows the principle opportunities to assess learners' skills and where to find them. However, there may be other chances to do this.

Table 1





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Skills assessed	Where to use it (please refer to session notes for these sessions)
Speaking and listening	Getting to know each other, gettingstarted_A_tutor_notes , Step 1 and 5 and / or Getting Started 2, Session B Step 4
Reading own name	Getting to know each other, gettingstarted_B_tutor_notes , Step 5
Study skills	Getting to know each other, gettingstarted_B_tutor_notes , all steps
Reading basic sound letter recognition	Getting to know each other, gettingstarted_C_tutor_notes , Step 4
ICT skills	Getting to know each other, gettingstarted_ICT1_tutor_notes and gettingstarted_ICT2_tutor_notes , all steps
Numbers	Contact details, gettingstarted_D_tutor_notes , Step 4 and gettingstarted_ICT3_tutor_notes , all steps
Writing name and address	Contact details, gettingstarted_F_tutor_notes , Step 6
Recognise basic vocabulary on familiar topics when spoken	Course co-creation, gettingstarted_ICT4_tutor_notes , all steps
Reading whole words	Course co-creation, gettingstarted_ICT4_tutor_notes , all steps

Recording the results





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Record the results of assessment in **gettingstarted_diagnostic_class_summary** and / or **gettingstarted_diagnostic_learner_booklet** as a record of the individual learners' ability at the start of the course. The class summary uses 'traffic lights' (Table 2) as a quick reference for use when preparing sessions. There are other ways of recording learning e.g. a class or learner profile (Table 3): the key is that assessment is recorded and used for planning future sessions.

Traffic lights

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

Table 2

- 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.

Model class profile

Table 3

Name	Age	Lang- uage(s)	Previous education	Issues	Speaking	Listening	Reading	Writing	Numeracy	ICT	Vocab
?	26	Pashto	No school	Literacy and health	Can ask for and give simple personal info	Can understand simple personal info	Can read own name	Can't write own name; trouble forming letters	Can't write numbers	No skills	Very limited

Carrying out the assessments





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

Speaking and listening (Getting to know each other, **gettingstarted_A_tutor_notes**, Step 1 and 5 and / or Getting Started 2, Session B Step 4)

Set up the whole class speaking and listening exercise outlined in the session notes. As you monitor (or after the session), fill in **gettingstarted_diagnostic_class_summary** (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 **gettingstarted_diagnostic_learner_booklet**.

Reading own name (Getting to know each other, **gettingstarted_B_tutor_notes**, Step 5)

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 the **getting_started_diagnostic_learner_booklet** and **gettingstarted_diagnostic_class_summary** (R1).

Study skills (Getting to know each other, **gettingstarted_B_tutor_notes**, all steps)

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 **gettingstarted_diagnostic_class_summary** (SS1, SS2, SS3 and SS4). You will find it useful to have classroom support; one person to organise activities and another to observe.

Reading basic letter sound recognition (Getting to know each other, **gettingstarted_C_tutor_notes**, Step 4)

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).





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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. *orange*, 14. *egg*, 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, complete **gettingstarted_diagnostic_class_summary**: R2, 'Recognise basic letter sounds'.

ICT skills (Getting to know each other, **gettingstarted_ICT1_tutor_notes** and **gettingstarted_ICT2_tutor_notes**, all steps)

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 **gettingstarted_diagnostic_learner_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 **gettingstarted_diagnostic_class_summary** (ICT).

Numbers (Contact details, **gettingstarted_D_tutor_notes**, Step 4 and **gettingstarted_ICT3_tutor_notes**, all steps)

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 **gettingstarted_diagnostic_learner_booklet** and mark according to table below.



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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.

Add marks to **gettingstarted_diagnostic_class_summary** (W1).

Writing name and address (Contact details, **gettingstarted_F_tutor_notes**, Step 6)

Set up the activity as outlined in the session notes. Give the learners their **gettingstarted_diagnostic_learner_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.

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.



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● Green The learner can write own address legibly with minimal errors.

Add the marks to **gettingstarted_diagnostic_class_summary** (W2, W3 and W4).

Recognise basic vocabulary on familiar topics when spoken (Course co-creation, **gettingstarted ICT4 tutor notes**, all steps) this task is online learning not paper-based.

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 **gettingstarted_diagnostic_learner_booklet**. Score the learners in the following way;

1-4 correct answers	● Red	The learner has very little basic vocabulary.
4-8 correct answers	● Amber	The learner has some basic vocabulary.
8-12 correct answers	● Green	The learner has reasonable basic vocabulary for this level.

Add the marks to **gettingstarted_diagnostic_class_summary** (S&L6).

Recognise and read whole words on a familiar topic (Course co-creation, **gettingstarted ICT4 tutor notes**, all steps) this task is online learning not paper-based.

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 **gettingstarted_diagnostic_learner_booklet**. Score the learners in the following way;

1-4 correct answers	● Red	The learner struggles to read whole words.
4-8 correct answers	● Amber	The learner can read a limited number of whole words.
8-12 correct answers	● Green	The learner can read a reasonable number of whole words.



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Add marks to **gettingstarted_diagnostic_class_summary** (R3).

