



Post-Primary Record of Student Progress Based on the Common European Framework of Reference (CEFR)

This record can be used to complement the
NCCA EAL Post-Primary Assessment Kit

Student Name:

Class:

Arrival Date:



Working Towards A1 Pre- Literate

Listening	☑	Reading	☑	Speaking	☑	Writing	☑
<ul style="list-style-type: none"> Respond to spoken word non verbally Respond to simple questions or directions supported by visual cues / gestures / objects Show awareness of objects of reference e.g. bell signifies end of class Distinguish between, identify or repeat sounds e.g. clapping, clicking, tapping Keep a steady beat e.g. marching to a song or rhyme Follow a single step routine instruction 		<ul style="list-style-type: none"> Respond to pictures or symbols e.g. toilet symbol Recognise a sequence e.g. a series of pictures Understand basic concepts of print e.g. front and back; left to right; turns pages Recognise own name Differentiate one object / picture/ letter / word from another Develop awareness of some letter sounds 		<ul style="list-style-type: none"> Greet, say please and thank you with prompting Make a request through visual cues/ gestures / objects Respond non-verbally to staff and other students within the classroom setting Respond to basic questions through facial expression and gestures Use, with prompting, 1-2 words to respond to simple questions Respond to visual cues / gestures/objects to make a choice verbally or nonverbally Convey immediate needs using visual cues / gestures / objects Repeat modelled sentences 		<ul style="list-style-type: none"> Make marks on paper with a range of materials Convey meaning through personal drawings Hold writing tools effectively Develop an awareness of letter formation 	

Date(s) of Completion:



Working Towards A1 Literate

Listening	☑	Reading	☑	Speaking	☑	Writing	☑
<ul style="list-style-type: none"> • Understand common greetings • Follow very simple 1-2 word instructions • Understand / follow routines • Listen for and understand words & phrases from immediate environment 		<ul style="list-style-type: none"> • Match familiar words and pictures • Read and understand 1-2 word instructions with accompanying illustrations • Read and understand 2-3 short sentences with illustrations on a familiar topic, such as a visual school timetable • Recognise the letters of the Alphabet 		<ul style="list-style-type: none"> • Answer simple greetings • Make simple requests • Convey immediate concrete needs (verbally or non-verbally) • Indicate lack of comprehension non-verbally • Name familiar objects in immediate environment • Use a very limited number of grammatical structures such as 'My name is', 'I have a pen' 		<ul style="list-style-type: none"> • Form letters correctly • Copy familiar words and short phrases • Attempt to spell some familiar words such as own name and simple rhyming words • Write own name • Write 1-2 short sentences with correct spacing between words • Be aware of simple punctuation (capital letters and full stops) 	

Date(s) of Completion:



A1 Breakthrough

Listening	☑	Reading	☑	Speaking	☑	Writing	☑
<ul style="list-style-type: none"> Follow single step routine instructions by observing others Listen for & understand isolated, familiar words and phrases 		<ul style="list-style-type: none"> Follow simple written instructions with accompanying illustrations Match labels on diagrams etc Locate & identify sections on a map or diagram using a key Use illustrations to help understand the topic of a text Use visual cues to help locate information Use a bilingual dictionary to look up keywords provided by the teacher 		<ul style="list-style-type: none"> Use and respond to simple greetings Convey immediate needs & ask for assistance Indicate lack of comprehension Use personal vocabulary for immediate environment (school equipment; classroom objects) Use a series (3-4) short phrases on a familiar topic 		<ul style="list-style-type: none"> Form upper and lower case letters Begin to produce legible handwriting Write familiar key words correctly Complete gapped sentences using word banks, labelled diagrams, maps or charts as a key Express ideas using symbols, pictures & labelling Match words or short phrases to pictures Begin to use simple punctuation 	

Date(s) of Completion:



A2 Waystage

Listening	☑	Reading	☑	Speaking	☑	Writing	☑
<ul style="list-style-type: none"> • Understand straightforward familiar questions and instructions • Listen to others' contributions and use them as a model • Get the main idea of short conversations or explanations 		<ul style="list-style-type: none"> • Follow simple written instructions • Follow a text while it is read aloud • Read short text segments & diagrams to find a main idea & 2-3 details & answer simple questions • Distinguish between fiction & non fiction • Categorise words and concepts in diagrams such as word maps or Venn diagrams • Sequence events with support such as a storyboard • Use a bilingual dictionary to look up unfamiliar words 		<ul style="list-style-type: none"> • Ask and answer simple questions about self and others • Ask other students for help • Ask questions about word meanings / to clarify • Follow discussions & contribute 2-3 phrases on a familiar topic 		<ul style="list-style-type: none"> • Spell & write frequently used topics words consistently • Use a series of words and pictures to create a timeline for a topic such as their own life, a historical event, the growth of a business etc..... • Use a writing frame to write short descriptive or explanatory text on a familiar topic • Give simple personal reactions to text with support • Use capital letters and full stops consistently • Begin to check work 	

Date(s) of Completion:



B1 Threshold

Listening	☑	Reading	☑	Speaking	☑	Writing	☑
<ul style="list-style-type: none"> • Understand teacher explanations supported with illustrations • Understand most instructions • Listen for & identify most relevant concrete facts 		<ul style="list-style-type: none"> • Understand most written instructions • Read a variety of texts & use a widening range of reading strategies • Read short or slightly longer text segments & explain in own words using a framework • Use a textbook index, contents table etc.... to find information • Read to find the gist, main ideas and concrete details in a text, diagram or chart • Ask questions & express simple opinions on texts read • Recount and sequence ideas • Use a bilingual dictionary 		<ul style="list-style-type: none"> • Ask questions to clarify information & respond to others' questions • Follow main points & contribute to discussions on familiar topics • Speak clearly to be understood by a sympathetic native speaker • Sequence ideas & information with help • Use developing vocabulary to express simple thoughts & opinions 		<ul style="list-style-type: none"> • Outline a text, extracting main points & some details • Write short texts using planning, drafting & revising, with support • Write an account from another point of view using the 1st person narrative, with support • Give a brief description of a process or concept with the aid of notes, headings & dictionaries • Organise own writing using headings, subheadings & paragraphs • Record own reactions & opinions, with support • Start sentences in different ways • Begin to use simple present & past tenses correctly • Use a range of punctuation 	
Date(s) of Completion:							



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Supporting the Professional
Learning of School Leaders
and Teachers

Further Notes





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