

Euclid City Schools/ABLE ESOL Goal Sheet

Name _____

Date _____

What do you want to learn?



Listening



Speaking



Reading

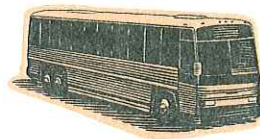


Writing

Where do you go?

Where do you want to use English?

_____ Transportation



_____ Shopping



_____ Communication



_____ Looking for a job



_____ Housing



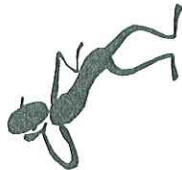
_____ Health Care
Emergency



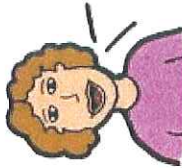
Euclid City Schools/ABLE ESOL Goal Sheet

Name _____
Date _____

What do you want to learn?



Listening



Speaking



Reading



Writing

Where do you go?

Where do you want to use English?

Transportation

Bus

Car

Taxi

Airplane

Shopping

Clothes

Food

Car

Communication

Voice

Telephone

Internet

Self

Learning

Values

Goals

Housing

Apartment

House

Health Care
Emergency

Doctor

Police

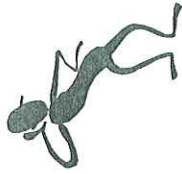
Fire

Dental

Euclid City Schools/ABLE ESOL Goal Sheet

Name _____
Date _____

What do you want to learn?



Listening



Speaking



Reading



Writing

Where do you go?

Where do you want to use English?

Transportation

My primary method of transportation is _____.
I would like to be able to _____.

Shopping

I shop at _____. I would like to shop for _____.

Communication

I communicate with _____. I would like to communicate with
_____ using _____.

Self

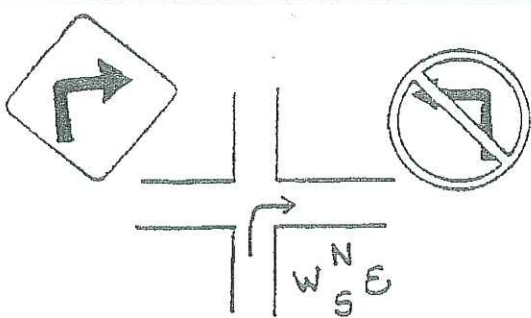
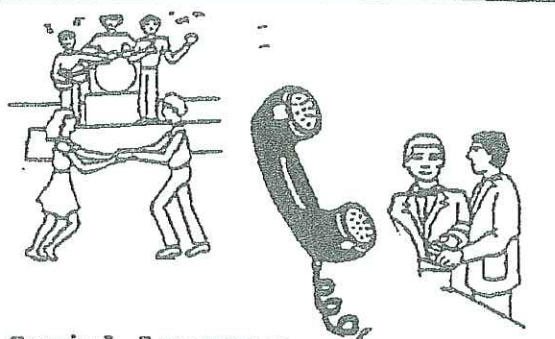
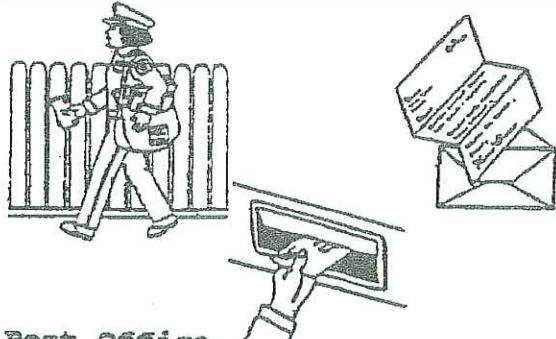
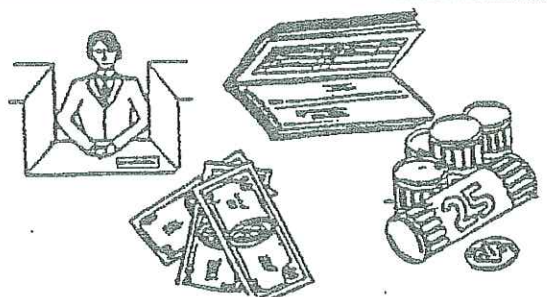
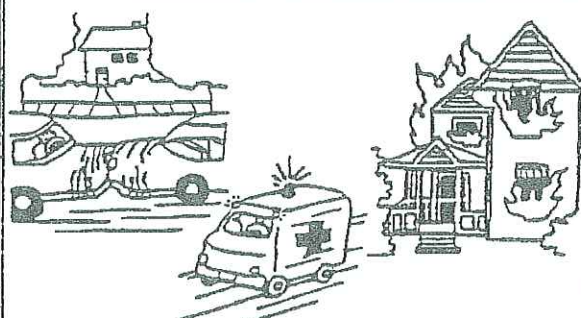
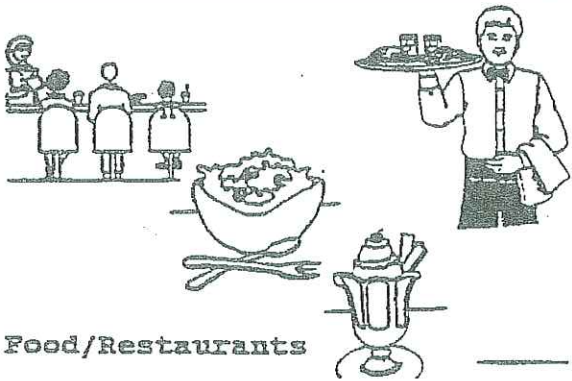
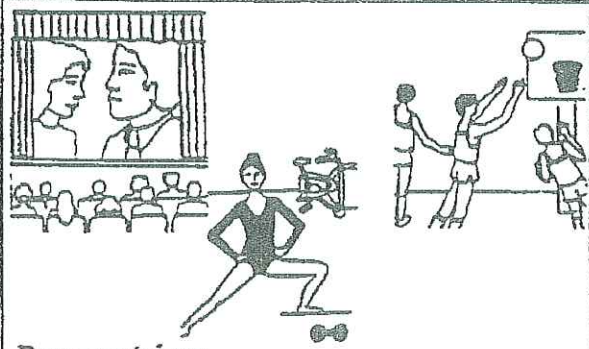
I learn best by _____.
I would like to become _____.

Housing

I live in a _____. I want to move to _____.

Setting Goals for ESOL Students

- 1) Tell me why you want to learn English. What do you want to do with English?
- 2) When you are not in class, how often do you use English? How do you use English?
- 3) Think about your English skills. Mark these skills from 1 to 4. 1 is your best skill. 2 is your second best skill, etc.
- | Reading | Listening | Writing | Speaking |
|---------|-----------|---------|----------|
|---------|-----------|---------|----------|
- 4) What can you do to improve your English skills? Think especially about skill number 4.
- 5) Learning a foreign language, such as English, is a life long process. Even so, we can use our foreign language everyday and improve our skills day by day. Tell me about some things you would like to learn and improve in the next 3 months.

I need English for:	
 <p>Directions/Signs _____</p>	 <p>Social Language _____</p>
 <p>Post Office _____</p>	 <p>Money/Banking _____</p>
 <p>Emergencies _____</p>	 <p>Food/Restaurants _____</p>
 <p>Recreation _____</p>	<p>Other: _____</p>

SPECIFIC GOALS (Check the appropriate column)

	Already Know	Want to Learn	Not Important
report an emergency			
write personal information			
read signs (road, stores, job etc.)			
use bank (fill out forms)			
use post office (fill out forms)			
use American money			
read newspaper ads (sales, jobs, housing etc.)			
write letters and notes			
fill out job application			
read letter from child's school			
shop for food			
ask about job openings			
report problems on the job			
talk to supervisor at work			
read medicine labels			
talk to a doctor			
make doctor's appointment			
fill out insurance forms			
tell about housing problem			
talk to landlord			
read bills			
use bus			
follow directions			
read a map			
other: _____			

Ohio Department of Education
Level 1 ESOL Documentation Log

Student's Name: _____
Tutor/Instructor: _____

Date: _____
Site: _____

Cultural & Social

	Date Demonstrated	Activity in Which Competency was Demonstrated
Has basic knowledge of:		
○ Basic nonverbal communication	_____	_____
○ American money	_____	_____
○ Government / public symbols / signs	_____	_____
○ Family relationships / roles	_____	_____

Learning Strategies

	Date Demonstrated	Activity in Which Competency was Demonstrated
Demonstrates ability to:		
○ Listening & Speaking – Express ability/inability to understand	_____	_____
○ Reading & Writing – Classify	_____	_____
○ Planning to Learn – Lower anxiety Level	_____	_____
○ Life-long Learning – Identify learning needs	_____	_____

Listening (Receptive)

	Date Demonstrated	Activity in Which Competency was Demonstrated
Comprehends:		
○ Simple words including basic emergency and survival words	_____	_____
○ Simple one-step directions with Modeling	_____	_____
○ Simple learned questions (yes/no, personal information)	_____	_____
○ Simple learned social conversations	_____	_____
○ Common beginning and final consonant sounds	_____	_____

Columbus Literacy Council
Goal Setting Survey

Discuss the following goals with your teacher/tutor. Why do you want to learn to read? After discussing them, pick three to begin working on right away. As you meet these goals, pick others to work on.

Student _____

Date _____

Goals	N/A	Can Do Now	Want to Improve	Want to Do
Educational Goals				
Read to learn something new				
Improve writing skills				
Improve math skills				
Learn to use the computer				
Go on to further education/training				
Occupational Goals				
Get a job/get better job/keep current job				
Read employment ads/make a resume				
Fill out job application				
Read employee benefits information				
Read/write job vocabulary				
Personal Goals				
Home				
Read personal mail				
Write notes/cards/letters/lists				
Read books/newspapers/magazines				
Read religious materials				
Read directions on medicines/read a thermometer				
Read/write recipes				
Tell time/use a calendar/count money				
Use a telephone book				
Children				
Read to a child/take child to the library				
Help a child with homework				
Read/write notes to school				
Community				
Read sale ads, labels, and coupons				
Read/order from a menu				
Read/use a bus schedule				
Read traffic signs/billboards				
Prepare for a driver's/CDL test				
Use the library				
Register to vote				
Become a U.S. citizen				
Budget				
Plan/use a budget				
Read/write checks and money orders				
Read/understand credit information				
Other				

Specific Life-Skills Learner Goals

Name: _____ Date: _____



Please check all items of interest.

Employment Readiness

- ☐ 1. Read and comprehend employment ads.
- ☐ 2. Write resumes.
- ☐ 3. Fill out applications.
- ☐ 4. Gain interview skills.
- ☐ 5. Investigate training and education programs.
- ☐ 6. Investigate career interests.
- ☐ 7. Become familiar with computers.

Workplace Skills

- ☐ 8. Handle workplace stress.
- ☐ 9. Develop good time management resources.

Community Resources

- ☐ 10. Access library resources.
- ☐ 11. Become a U. S. citizen.
- ☐ 12. Register to vote.
- ☐ 13. Access postal office resources.

Daily Life

- ☐ 14. Reads ads and labels.
- ☐ 15. Access public transportation.
- ☐ 16. Budget household expenses.
- ☐ 17. Get driver's license.
- ☐ 18. Find housing.
- ☐ 19. Read maps.
- ☐ 20. Understand basic rights.
- ☐ 21. Gain personal bank account information.
- ☐ 22. Understand legal rights and contracts.

Parenting Skills

- ☐ 23. Understand developmental stages of children.
- ☐ 24. Help your child succeed in school.
- ☐ 25. Enjoy family reading.
- ☐ 26. Learn about health and nutrition.
- ☐ 27. Learn positive discipline techniques.
- ☐ 28. Promote home safety.
- ☐ 29. Enhance parenting skills.
- ☐ 30. Handle stress at home.
- ☐ 31. Access community.

Housing Vivienda		Consumer Rights Derechos del consumidor	
Callers at the door Como tratar a las personas que llaman a la puerta		Market Mercado	
D.I.Y. (Do-it-yourself) Reparar y renovar la casa		Stories / Folk Tales Historietas y cuentos	
Human Rights Derechos humanos		Telephoning Telefonar	
Equal Opportunities Igualdad de oportunidades		Traditions and festivals Tradiciones y festivales	
The Legal System El sistema legal		Travel Viajar	
The Police La policía		Holidays / Booking Office Vacaciones/Agencia de viajes	
London Londres		Maps Mapas	
Money / Banks / Savings. Dinero / Bancos / Ahorros.		Transport Transporte	
Politics Política		Weather El tiempo	
Religions Religiones		Work Trabajo	
Science Ciencia		Benefits Beneficios	
Shopping Compras		Training Entrenamiento	
Advertising Publicidad		Anything else you'd like to do ? ¿ Hay alguna otra cosa que le gustaría hacer en la clase ?	

My Goal

1) Write one goal you would like to achieve by the end of this year. Be specific.

I want to _____
by _____

2) Write three actions you will take to reach this goal.

I will:

i) _____
ii) _____
iii) _____

3) Evaluate your success in obtaining this goal using the SMART model. Was your goal:

Specific? _____
Measurable? _____
Achievable? _____
Realistic? _____
Trackable? _____

I did/did not reach my goal.

These things helped me reach my goal:

i) _____
ii) _____
iii) _____

These things did not help me reach my goal:

i) _____
ii) _____
iii) _____

Learning Plan

I want to know about _____

To find out about it, I will _____

I will write _____

I will read _____

I will look at or listen to _____

I will talk about _____

I will finish by _____

I will share what I learned by _____

I will write in my learning log about what I learned.

Student Name

Personal Goal Plan

Name Insook Lee Date _____

My Long Range Goal (1-5 years) is to:

to be able to speak and understand English

In order to reach my goal, I need to set:

Primary Goals (current fiscal year ending June 30)

to improve basic English skills

Short Range Goals (1-6 months)

read simple children's book

make phone calls to tutor

There are things I can do right now to get started. These are my mini goals:

make lists of foods then go on field trip to store

use the Oxford Picture Dictionary to practice pronouncing

words

Miami Valley Literacy Council

Goals Worksheet

Name John Smith Date _____

What do you want to do?
(Long-Range Goals)

read newspaper and mail
get a job
write letter to Mary

Note:
John had help
writing these

What is going to
help you reach these goals?
(Supports)

My aunt
Me

What is going to
make these goals hard?
(Obstacles)

bus schedule

Food

Name _____

Date _____

We will learn about food.

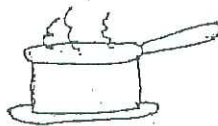
What do you want to learn?

Circle 1-2 things.

Names of foods



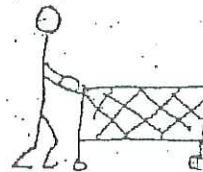
Cooking foods



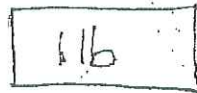
Buying foods

Meijer

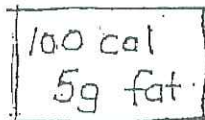
Kroger



Measurement



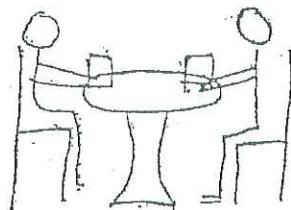
Food labels



Restaurants

-menus

-ordering



Picture Goals Survey

Name _____

Date _____

What do you want to learn first?

○ Food



Nutrition Facts	
Serving Size 1/2 Cup Calories 100	
Total Fat 10g	
Sodium 100mg	
Total Carbohydrate 10g	
Protein 10g	
Vitamin A 10%	
Vitamin C 10%	
Calcium 10%	
Iron 10%	
Fiber 10%	
Sugars 10%	
Cholesterol 10%	
Saturated Fat 10%	
Trans Fat 10%	
Unsaturated Fat 10%	
Monounsaturated Fat 10%	
Polyunsaturated Fat 10%	
Phosphorus 10%	
Potassium 10%	
Magnesium 10%	
Zinc 10%	
Copper 10%	
Manganese 10%	
Selenium 10%	
Chromium 10%	
Molybdenum 10%	
Vanadium 10%	
Cobalt 10%	
Nickel 10%	
Boron 10%	
Silicon 10%	
Aluminum 10%	
Barium 10%	
Bismuth 10%	
Bromine 10%	
Cadmium 10%	
Cesium 10%	
Cerium 10%	
Chlorine 10%	
Copper 10%	
Fluorine 10%	
Gallium 10%	
Germanium 10%	
Gold 10%	
Hafnium 10%	
Helium 10%	
Hydrogen 10%	
Iodine 10%	
Iron 10%	
Lithium 10%	
Magnesium 10%	
Manganese 10%	
Mercury 10%	
Molybdenum 10%	
Neon 10%	
Nickel 10%	
Nitrogen 10%	
Oxygen 10%	
Phosphorus 10%	
Potassium 10%	
Radium 10%	
Rubidium 10%	
Selenium 10%	
Silver 10%	
Sodium 10%	
Strontium 10%	
Sulfur 10%	
Tantalum 10%	
Tellurium 10%	
Thallium 10%	
Thorium 10%	
Tin 10%	
Titanium 10%	
Vanadium 10%	
Zinc 10%	
Zirconium 10%	

vocabulary, restaurants, supermarkets, recipes, food labels

○ Transportation



types, car problems, bus routes/schedules, maps, road signs

○ Clothing



vocabulary, shopping, care labels, Laundromat

○ Health



body parts, illnesses, calling the doctor, medicines, hospitals

○ Community



business, banking, post office, library, directions

○ Crime/Safety



emergencies, 911, courts, police

Appendix 5.1: Needs Analysis Questionnaire

Part 1: General Learner Needs Survey

Name _____	Current proficiency level _____
Age _____	Educational background _____
Language learning history _____	Other languages _____
Intended Occupation _____	Aptitude _____
Purposes for English _____	Where language will be used _____
People with whom learner will interact _____	Degree of mastery required _____
Target variety or dialect _____	Language genres required _____

Part 2: Language Contact Survey

We would like you to tell us which of the following uses of language are important for you. Please put an X in the box beside each if you think it is Very Useful, Useful, Not Useful.

Do you want to improve your language so that you can:	Very Useful	Useful	Not Useful
1. Tell people about yourself			
2. Tell people about your family			
3. Tell people about your job			
4. Tell people about your education			
5. Tell people about your interests			
6. Use buses, trains, ferries			
7. Find new places in the city			
8. Speak to tradespeople			
9. Speak to landlord/real estate agent			
10. Buy furniture/appliances for your home			
11. Deal with door-to-door salesmen			
12. Communicate with your friends			
13. Receive telephone calls			
14. Make telephone calls			
15. Do further study			

Speaking Skills	Lesson Resource Ideas	Our Tutoring Activities
1.1 Produces simple words including basic, emergency, and survival words.	<ul style="list-style-type: none"> Asks directions—"where is the bathroom?" When shown flashcard, student reads 	
1.2 Produces simple one step directions without modeling.	<ul style="list-style-type: none"> Student does and says motion—open book, raise your hand, sit, stand Student tells tutor motions 	
1.3 Produces simple learned questions (personal, yes/no).	<ul style="list-style-type: none"> Student answers personal questions Tutor asks student, "do you speak English?" - student responds 	
1.4 Produces simple learned social conventions (greeting, leave taking).	<ul style="list-style-type: none"> Dialogue/play acting of Introductions 	
1.5 Produces common beginning and final consonant sounds.	<ul style="list-style-type: none"> Say alphabet Student says words with beginning b, f, m, etc. 	
Cultural and Social Skills	Lesson Resource Ideas	Our Tutoring Activities
1.1 Has basic knowledge of nonverbal communication.	<ul style="list-style-type: none"> Understands nodding yes/no Understands waving hello, good-bye, stop 	
1.2 Has basic knowledge of American money.	<ul style="list-style-type: none"> Identify American coins Use grocery ads checking prices 	
1.3 Has basic knowledge of government/public symbols and signs.	<ul style="list-style-type: none"> Interchange Intro 	
1.4 Has basic knowledge of symbols of the country (flag, eagle, etc.).	<ul style="list-style-type: none"> Chooses correct American symbols—flag, eagle, Capitol building, White House, Liberty Bell 	

The Community

We will learn about places and services in our community. Please circle 2 things you want to learn about.

My goals-

1. Names of places in the community
2. Shopping Malls
3. Shopping—returning items, getting help
4. The Post Office
5. Banks and accounts
6. Payment by check, cash, credit card and debit card
7. The library
8. Comparisons—big, bigger, biggest

Individual Learning Plan--Beginning ESOL (2)

Student: _____ Date: _____ through June 30, 200____
 Tutor: _____
 Primary Goal: _____ Book: _____
 Other Goals: _____

Reading Skills	Lesson Resource Ideas	Our Tutoring Activities
2.1 Comprehends simple sentences with familiar vocabulary.		
2.2 Comprehends simple 2-to-3 step directions.		
2.3 Comprehends word families (mop, hop, top).		
2.4 Comprehends sequence of events.		
2.5 Comprehends basic life skills, print and simple formatted (notes, schedules).		

ADULT BASIC EDUCATION

PERSONAL GOALS CHECKLIST

NAME: _____ DATE: _____

WORKER GOALS:

	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
PREPARING TO WORK:					
Understand help wanted ads					
Research career options					
Enter a job training program					
Pass a test for a job					
Fill out a job application					
Write a resume and cover letter					
Learn to handle a formal job interview					
IMPROVING SKILLS FOR THE JOB:					
Learn to type					
Demonstrate basic computer skills					
Complete work forms					
Read and understand manuals					
Read and understand workplace signs, notices, memos					
Read and understand paycheck stub					
Write memos/notes/messages at work					
OTHER:					

COMMUNITY GOALS:

	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
FOR ACCESS:					
Use library resources					
Read the newspaper					
Learn about the candidates for public office					
Understand political issues					
FOR VOICE:					
Register to vote					
Vote					
Write a letter to the editor					
Get more involved in church					
Join a civic group or committee					
FOR INDEPENDENT ACTION:					
Get a driver's license					
Read signs & maps					
Read menus					
Use the telephone book					
Read transportation schedules (bus, train, airplane)					
Volunteer in the community					
OTHER:					

Ohio Department of Education
Level 2 ESOL Documentation Log

Student's Name: _____
Tutor/Instructor: _____

Date: _____
Site: _____

Cultural & Social

	Date Demonstrated	Activity in Which Competency was Demonstrated
Has basic knowledge of:		
○ Nonverbal facial/body cues	_____	_____
○ Simple financial systems	_____	_____
○ Basic laws/rules	_____	_____
○ Dress and personal appearance	_____	_____

Learning Strategies

	Date Demonstrated	Activity in Which Competency was Demonstrated
Demonstrates ability to:		
○ Listening & Speaking – Ask for clarification/repetition	_____	_____
○ Reading & Writing – Skim for information	_____	_____
○ Planning to Learn – Take risks with language use	_____	_____
○ Life-long Learning – Identify resources for learning (libraries, computers, etc.)	_____	_____

Listening (Receptive)

	Date Demonstrated	Activity in Which Competency was Demonstrated
Comprehends:		
○ Simple phrases with familiar vocabulary	_____	_____
○ Simple one-step directions without modeling	_____	_____
○ Limited simple informational questions	_____	_____
○ Simple routine social conversations spoken slowly with frequent repetition major vowels, consonants and stress patterns	_____	_____

What actions can you take to promote accountability?

Identify an outcome every class

Write on board

Today you will

Expect students to leave class able to do something they couldn't do when they came in

Have students identify and tell what they did

learning logs, journals, checklists, verbal accounting

Document outcome attainment with portfolio

Learning Logs

- ♦ Every class or week answer any or all of these questions.
- ♦ What did I learn today that will help me in my job or personal life?
- ♦ What did I like or dislike about the lesson?
- ♦ What have I done outside of class?
 - In my child's school
 - In my neighborhood or community
 - At work

Language Diary

This week I learned _____

This week I used English to _____

This week I listened to _____

My new words this week are _____

I need to learn _____

I was on time for class

yes

☐

no

☐

I called if I was absent

☐☐

I brought pencil and paper to class

☐☐

I worked hard in class

☐☐

III. Skills: What does student need to learn?

SPEAKING

LISTENING

Comments:

IV. Aspects of Language Student needs to improve:

Listening Comprehension _____

Vocabulary _____

Elaboration _____

WH- questions _____

Language Complexity _____

Phrases _____

Clauses _____

Sentences _____

Communicating to Others _____

Pronunciation _____

Word Order _____

Pronoun Reference _____

Grammatical Structure _____

V. Student-Teacher Conference

Date: _____

Goal: _____

BEST Plus Lifeskills PICTURE KEY

Personal

Health



Consumerism



Recreation/
Entertainment



Family/Parenting



Housing



Occupational

Getting a Job

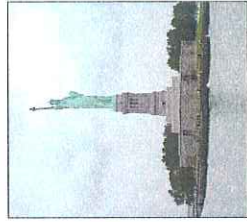


On the Job



Public

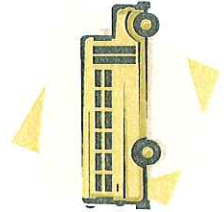
Civics



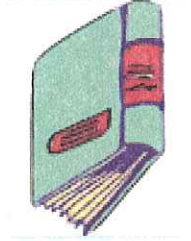
Community Services



Transportation



Education



Weather/Seasons

