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| **Student name** |  | **Date** |  |

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| **Program name** |  |  | **Learning style preference(s)** | |
| **Orientation site** |  |  |  | Auditory |
| **Teacher name** |  |  |  | Visual |
| **Site/Class** |  |  |  | Tactile |

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| **Learning needs/adaptations used by the student in classroom:** | | | | | | | | | |
|  | highlighters | |  | color overlays |  | magnifying sheets |  | index cards | |
|  | graphic organizers | |  | computers |  | dictionaries |  | video | |
|  | accessibility software | |  | manipulatives (realia, color coding, word cubes, etc.) | | | | | |
|  | other (indicate) |  | | | | | | |  |
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| **Student’s Barriers** | **Student’s Supports** |
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| **Primary goal** (complete before June 30, 20\_\_) **Indicate with a 1 Secondary goal** (optional) **Indicate with a 2** | | | | | | | | | | |
| **Improve basic skills to...** | | | | | | | | | | |
|  |  | Improve English skills | |  | Obtain job |  | Verify credentials |  | Enter post-secondary | |
|  |  | Achieve citizenship skills | |  | Vote/Register to vote |  | Increase involvement in community activities | | | |
|  |  | other (specify) |  | | | | | | |  |
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| **Test given** | CASAS Listening STEPS  CASAS Reading STEPS  TABE CLAS-E C&D | | | | | | | | |
|  | **Initial test** | | | **Progress test 1** | | | **Progress test 2** | | |
| Subject | Form/Level | Date | EFL | Form/Level | Date | EFL | Form/Level | Date | EFL |
| **Listening** |  |  |  |  |  |  |  |  |  |
| **Speaking** |  |  |  |  |  |  |  |  |  |
| **Reading** |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- |
| **Student name** |  | **Date started** |  |

my SHORT-TERM goal is ***Listening and Reading***

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Concepts** | **Progressing** | **Proficient** | **Comments** |
| ***Receptive Skills*** | | | |
| ELP 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. |  |  |  |
| ELP 6. Analyze and critique the arguments of others orally and in writing. |  |  |  |
| ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing. |  |  |  |
| ELP 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. |  |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review receptive standards |  |  |
| Review progress test |  |  |
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| --- | --- | --- | --- |
| **Student name** |  | **Date started** |  |

my SHORT-TERM goal is ***Speaking and Writing***

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Concepts** | **Progressing** | **Proficient** | **Comments** |
| **Productive Skills** | | | |
| ELP 3. Speak and write about level-appropriate complex literary and informational texts and topics. |  |  |  |
| ELP 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. |  |  |  |
| ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing. |  |  |  |
| ELP 9. Create clear and coherent level-appropriate speech and text. |  |  |  |
| ELP 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. |  |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review productive standards |  |  |
| Review progress test |  |  |
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| --- | --- | --- | --- |
| **Student name** |  | **Date started** |  |

my SHORT-TERM goal is ***Listening, Speaking, Reading and Writing***

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Concepts** | **Progressing** | **Proficient** | **Comments** |
| **Interactive Skills** | | | |
| ELP 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. |  |  |  |
| ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. |  |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review interactive standards |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Get or Keep a Job***

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| **Career Awareness** |  |  |  |
| how people get jobs |  |  |  |
| job qualifications |  |  |
| influence of friends and family |  |  |
|  |  |  |
| **Self-Exploration** |  |  |  |
| goal setting |  |  |  |
| interest inventory |  |  |
| skills inventory |  |  |
| values inventory |  |  |
|  |  |  |
| **Occupational Exploration** |  |  |  |
| internet career exploration/ job search |  |  |  |
| labor market trends and information |  |  |
| interviews |  |  |
| applications and resumes |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Earn a Postsecondary Credential***

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| --- | --- | --- | --- |
| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| Study workforce skills. |  |  |  |
| Study English skills. |  |  |
| Study basic academic skills. |  |  |
| Study occupational skills. |  |  |
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| --- | --- | --- | --- |
| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Continue Education***

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| --- | --- | --- | --- |
| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| school search |  |  |  |
| admissions |  |  |
| application |  |  |
| financial aid |  |  |
| entrance testing |  |  |
| transitions modules |  |  |
| study strategies |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Earn a HSE***

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| --- | --- | --- | --- |
| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| math practice test |  |  |  |
| study math |  |  |
| reading practice test |  |  |
| study reading |  |  |
| writing practice test |  |  |
| study writing |  |  |
| social studies practice test |  |  |
| study social studies |  |  |
| science practice test |  |  |
| study science |  |  |
| official practice test |  |  |
| HSE test |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Verify Foreign Credentials***

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| --- | --- | --- | --- |
| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| Establish the specific goal. |  |  |  |
| Research the specific process/pathway. |  |  |
| Assess document access. |  |  |
| Tally costs. |  |  |
| Determine recipients. |  |  |
| Recognize the English proficiency level needed. |  |  |
| Study English. |  |  |
| Organize the timeline. |  |  |
| Identify competing demands. |  |  |
| Recognize other skills necessary. |  |  |
| Secure translation services. |  |  |
| Apply for credential evaluation. |  |  |
| Find appropriate supports. |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Take the TOEFL***

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| --- | --- | --- | --- |
| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| **Reading** |  |  |  |
| Read academic passages and respond to questions. |  |  |
| **Listening** | | |  |
| Answer questions about brief lectures or classroom discussions. |  |  |
| Listen for basic comprehension. |  |  |
| Listen for understanding the speaker's attitude and degree of certainty. |  |  |
| Listen for connecting information. |  |  |
| **Speaking** | | |  |
| Talk about a familiar academic topic and discuss material you read and heard. |  |  |
| Draw entirely on your own ideas, opinions and experiences when you respond. |  |  |
| Combine your English-language skills. |  |  |
| **Writing** | | |  |
| Read a passage, listen to a recording, type your response. |  |  |
| State and support an opinion in an online classroom discussion. |  |  |
|  |  |  |
| **Activities** | | | |
| Sample test |  |  |  |
| Official practice test |  |  |  |
| TOEFL test |  |  |  |