



# Continuous assessment checklist

## Teacher's notes

Use this continuous assessment tool to keep track of your students' progress throughout the year.

Keep the checklist in your register and refer to it when writing reports or meeting with parents or other stakeholders to give comprehensive feedback on each child you teach. You'll also be able to work with each child on an individual basis on their specific areas for development.

Option 1 allows you to build up a detailed record of each child's progress. Option 2 does the same, but is slightly less detailed – good for teachers with limited time or contact hours.

## Option 1

Print or save one document per student and write their name in the top left box. Select one or two students per lesson to focus on, and write the date in the columns on the right. During or after the lesson, tick off any targets they achieve, put a question mark for partially achieved and a cross if there was a problem. Leave blank anything that didn't feature in the lesson.

## Option 2

Instead of writing dates along the top, write the names of your students. So if you have 12 students or fewer, print or save one document. If you have more than 12 students you'll need to print or save additional pages. As you notice children meeting the criteria, tick them off. Over a semester you'd expect to be able to tick off all the criteria. Any blanks are definite development areas to address.

|   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Name</b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Speaking</b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can ask and answer questions in pairs and groups                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can express opinion on themes discussed in lessons                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Listening</b>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can understand songs and dialogues with a few unknown words/phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can answer comprehension questions based on a listening text        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Writing</b>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can write a text using success criteria                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can check texts for spelling, punctuation and errors                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Reading</b>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can understand texts with a few unknown words/phrases               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can answer comprehension questions based on a text.                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Language</b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can understand the grammar and vocabulary introduced in class       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use the grammar and vocabulary introduced in class              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Learning strategies</b>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use self and peer assessment                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Knows when help is needed and where to look for it                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Effort and behaviour</b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tries hard in lessons   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Helps peers where necessary   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shows respect by listening to peers and the teacher                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can work alone, in pairs and in groups                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participates in all learning activities                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |