

## Learner Progress Summary (LPS)

The aim of the learner progress summary (LPS) is for tutors to get an indication of how much progress a learner is making towards independence. It is not intended to be an assessment of the learner’s language proficiency.

The summary is to be completed by the learner together with the tutor as part of a discussion about learner progress. If the tutor can see the learner’s progress it is easier to help the learner set goals and work towards these goals.

Learners progress at different rates. For some learners progress will be rapid while for others it will be minimal and slow.

The LPS is shown to the centre coordinator at the end of the first 12 weeks when a new tutor comes to the ELP centre to discuss their learner’s progress and tutoring in general.

It can be completed on a regular basis (e.g. 6 monthly) and completion noted on the centre database. We suggest you use the same LPS form and date the scores so a map of progress can be kept. A copy of the summary can be attached to the learner’s registration form.

Doing the progress summary will help the tutor to gather and pass on valuable information about their learner’s progress.

## Measuring learner progress and confidence towards Independence

Progress = doing better

Confidence = feeling happier

Independence = doing things by yourself

**Levels of independence: 0 = dependent 1 2 3 4 5 = independent**

Sometimes progress is slow so use a decimal number

Example: LPS completed within the first 12 weeks of tutoring = 1. 2

After approximately 6 months of lessons = 1. 5

## Level explanation chart

The chart below shows what you, the student, can do at each level

<b>Level 0</b> dependent	You always stay at home. You do not go out alone. You need family / own community to help with everything. <b>0.1 - 0.9 = better than 0.0 but not yet up to 1</b>
<b>Level 1</b>	You can do simple daily things, especially things like supermarket shopping where you don’t have to talk much to anyone. You can read simple signs with words and pictures and write a very short simple message in English. <b>1.1 - 1.9 = better than 1.0 but not yet up to 2</b>
<b>Level 2</b>	You can have a simple conversation about daily topics e.g. your health or the weather. You can go to work in a job where you don’t have to speak English very much. You can read some signs and fill in simple forms at work. <b>2.1 - 2.9 = better than 2 .0 but not yet up to 3</b>
<b>Level 3</b>	You can start and complete everything you need to do for daily living and working, but you sometimes get confused and sometimes have difficulty with listening, speaking, reading or writing in English. Sometimes very fast or complicated English is hard for you to understand <b>3.1 - 3.9 = better than 3 .0 but not yet up to 4</b>
<b>Level 4</b>	You can listen, speak, read and write confidently in daily situations but sometimes you feel uncomfortable communicating in a new situation in English. You can understand a lot but sometimes jokes or technical words are difficult for you <b>4.1 - 4.9 = better than 4 .0 but not yet up to 5</b>
<b>Level 5</b> Independent	You use English perfectly. You are completely confident to do everything to manage your life without needing anyone to help you. You often help other people who have difficulty with English. <b>5.0 = You communicate fluently and easily in English.</b> <b>The scale does not go higher than 5.0. If you are level 5.0 you do not need to be learning English.</b>

## DAILY LIVING IN NEW ZEALAND

The learner can

	0	1	2	3	4	5
<b>1 Manage daily life in NZ e.g. health, transport etc</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score						
<b>2 Feel comfortable with Kiwi people e.g. at work, chatting to neighbours etc</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score						

## USES AND UNDERSTANDS SPOKEN ENGLISH

The learner can

	0	1	2	3	4	5
<b>3 be understood</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score						
<b>4 understand others e.g. home tutor, workmates, neighbours</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score						
<b>5 start conversations and keep talking</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score						
<b>6 use the telephone</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score						

## USES AND UNDERSTANDS WRITTEN ENGLISH

The learner can

	0	1	2	3	4	5
<b>7 read books/ newspapers/ magazines</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score						
<b>8 read official papers and fill in forms e.g. contract with electricity provider, library membership,</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9

<b>patient registration form</b>					
Reason for score					
<b>9 write notes and messages to school etc</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score					
<b>10 use numbers for daily living and working e.g. shopping receipt, junk mail offers/specials, a pay slip, tax form</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>11 Overall level Give an overall level of progress towards independence (refer to level explanation chart on page 1)</b>	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9	.1.2.3.4.5.6.7.8.9
Reason for score					

**Additional comments**

**Date of first LPS** \_\_\_\_\_ **Completed by:** \_\_\_\_\_

**Student name** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Tutor name** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date of second LPS** \_\_\_\_\_ **Completed by:** \_\_\_\_\_

**Student name** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Tutor name** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date of third LPS** \_\_\_\_\_ **Completed by:** \_\_\_\_\_

**Student name** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Tutor name** \_\_\_\_\_ **Signature** \_\_\_\_\_

## Guide sheet for Tutors – Completing the Learner Progress Summary (LPS) with your learner

### Background information

The aim of the LPS is for tutors to get an idea of how much progress a learner is making towards **independence**.

It is not intended to be an assessment of the learner's language proficiency.

- It is important that you have established a rapport with your learner before embarking on the LPS
- The LPS is not a test. Reassure your learner that completing the LPS together will help to set some learning goals
- The focus is on what the learner 'can do', not what they can't do
- The LPS is completed face to face and can be incorporated into the normal lesson time
- It should take less than an hour to complete and should form the basis of an interesting discussion
- Tutors can use previous knowledge of the learner's activities and behaviour as well as ask questions to complete the summary
- You are welcome to attach samples of the learner's work to the summary as support material
- Item 11 on the LPS asks the tutor & learner to agree on a number that indicates an **overall level of independence**. (Refer to Pg 1, Level Explanation Chart)

### How to complete the LPS

- The summary template contains ten 'can do' statements.
- Some suggested questions are listed below. These are only suggestions! Tutors may already have a good idea of what their learner can do, so it should be easy to formulate questions that relate to the individual learner's situation.
- It may not be necessary to ask very many questions. Three to five questions may be enough to elicit the necessary information to complete the form
- Bilingual support/interpreter can be used if available and necessary. As in any situation when an interpreter is used ensure the learner's views are accurately represented, not the interpreters opinions!

### Suggested Questions

*What can you do in your own country that you cannot do in NZ?* This is an overarching question which may help to fill in a number of boxes.

Consider this statement (Item 2 of the LPS) "The learner can feel comfortable with Kiwi people e.g. at work, chatting to neighbours etc"

Questions can be asked such as:

- *How 'at home' do you feel in NZ?*
- *When do you mix with Kiwi people?*
- *How do you feel when you mix with them?*
- *How far are you from being able to call yourself a 'Kiwi'?*

Other questions could be along the lines of:

- *How much help do you need when you go shopping?*
- *How easy is it for you to travel around the city/town?*
- *Who do you talk to in English? What kinds of things do you talk in English about?*
- *How often you do talk to your neighbours? What do you talk about?*
- *How do you feel about reading and writing English? What is easy? What is hard?*

*Last updated April 2010*