

Student Application Form

Name Masrí Fatma

Family Name

First Name

Address 123 Arthur St

Fairfield

Postcode 2165 State NSW

Phone No. 0401234567

Gender F

Occupation Home Duties

Signature FMasrí Date 7/10/22

(Fatma copied her address from a card in her wallet. Other details scribed by assessor.)

Student Information

1. Student Background

Examples of background information you will need to know:

Language background?

What is their first language? Script ?

How did they learn to speak English?

Language usually spoken at home?

Years of schooling?

Post-secondary study or qualifications?

English language classes since arrival in Australia?

Arabic script_ Arabic spoken at home. Minimally literate in L1.

No English classes on arrival. Learnt to speak English informally at work and by children

Schooling background

How many schools?

Any lengthy absences?

Age left school and grade reached?

How did they feel about school?

Any ideas why they didn't learn as well as they might at school?

Few years school. Left about age 10. Quite liked school.

Health issues

As a child or now?

Medication which may affect learning - as a child or now?

Eyesight?

Hearing?

No. Very healthy. Only takes blood pressure tablets

Current personal details

Occupation?

Interests?

Family details - Children? Ages?

Home duties. Only worked in factory for a few years when arrived.

Looked after family ever since.

3 married daughters who do not live nearby. 6 grandchildren. Husband died 2 years ago. Main interests are cooking, gardening (maintaining her husband's vegetable garden) and looking after her house.

2. Goals And Needs (These notes will need to be expanded by the tutor onto the Goals Sheet)

To fill out forms etc without having to ask for help.

To be able to read labels and signs when she goes shopping.

To be able to use the train more confidently (read destination and other signs). To be able to spell her grandchildren's names and write on birthday cards for them.

3. Skills

a) Reading

Reading Sample Title Signs 1.1

How did the student read? *Only recognised STOP and LADIES. Read MEN instead of GENTS. Was reluctant to try to read, saying, 'No, I can't read', but then had a go. Appeared not to be using only context cues.*

Understanding? *Appeared to be guessing from context, so understood what the signs meant.*

b) Writing (Attach the piece of writing)

Writing Sample Title Application Form

How confident was the student? *Wrote name confidently and copied address from card. Could read NAME and ADDRESS on form.*

Spelling strategies? _____

Reading Checklist *Fatma*

✓ if happy with		Date when started to work on	Date when OK (but still need more practice)
✓	Name and address		
✓	Family names		
	Shopping	Shop signs and directions	28.10
		Labels	
	Forms	Medicare	
		Centrelink	
		Others?	
	Letters	Personal	
		Business	
		Bills, invoices	21/10 28/1
	Notes/ text messages	From family/friends	
		From school	
	Newsletters	From school	
		From club or organisation	
	Driving	Driver's license manual	
		Road signs	
		Maps	
	Instructions	Food packages	
		Cleaning products	
		Gardening products	
		Do-it-yourself kits	
		Recipes	
		Medication	
	Digital	Automatic Teller Machine (ATM)	
		Mobile Phone	
		Text messages	
		email	
		internet	
	Work	Instructions	
		Safety information	
		Messages/ emails	
		Operating procedures	
		Meeting minutes etc	
	For a course		
	Newspapers		
	Magazines		
	Novels / Non-fiction		

Writing Checklist

✓ if happy with		Date when started to work on	Date when OK (but still need more practice)
	Name, address and personal details	7.10	28.1
	Family names	7.10	28.1
	Greeting cards	7.10	28.1
	Shopping lists		
	Forms Medicare		
	Centrelink		
	Others?		
	Letters Personal		
	Business		
	Notes For family/friends		
	For tradespeople		
	School		
	Resume		
	Job applications		
	Work Invoices		
	Quotes		
	Messages		
	Job card		
	Accident report		
	Change of shift report		
	Instructions		
	Meeting minutes		
	For a Course lesson notes		
	Essays/assignments		
	Digital Emails		
	Text messages		
	Forms		
	Other?		
	<i>Letters of alphabet</i>	7.10	28/1

Short and long term goals

EXAMPLE

NAME Fatma Masri

What are my goals?	What steps do I need to take to reach my goals? (short term goals)	What reading/ writing / numeracy skills do I need to work on to reach my short term goals	Date when started	Date when OK
Fill out a simple form	<ul style="list-style-type: none"> • Read information on form • Spell name, address and personal details 	<ul style="list-style-type: none"> • Name and write all letters of the alphabet. • Break long words into chunks to learn them. • Develop a learn-to-spell routine 	7.10.22	28.1.23 move on to more complex forms
Write on family greeting cards	<ul style="list-style-type: none"> • Spell children's and grandchildren's names and greeting words 		7.10.22	28.1.23 6 names learnt
Manage personal admin. such as utility bills	<ul style="list-style-type: none"> • Read key information on utility bills 	<ul style="list-style-type: none"> • Recognise key words. • Interpret simple bar graphs 	21.10.22	28.1.23 Can recognise the utility company names, pay-by date and amount due. Can interpret a simple bar graph

Lesson Records

(At Fatma's skill level, this would be scribed by the tutor)

Date 7/10/22

What did we do?

Wrote some sentences and learnt some words.

Learnt to write Arthur St

The alphabet - F and L

Read a story about Maria with Alison

How did I feel about it?

I'm proud of myself that I have started, but the words are confusing.

Date 14/10/22

What did we do?

Read my sentences and wrote another sentence.

Practiced Arthur St Fairfield

Alphabet – W, H, M.

Marcus' birthday card

Read more of the story with Alison.

How did I feel about it?

I still get the words mixed up but I'm very happy I will be able to write on the card for Marcus by myself on Tuesday.

(NOTE: This is based on Fatma's Lesson Plans, Section 2, pp.24 – 25)

Student Progress Record

Date: 28/1/23 (At Fatma's skill level, this would be scribed by the tutor, with attached samples of her writing as evidence.)

How do you feel about the goals we set last time?

- ☐ Satisfied and ready to move on to something else?
- ☒ Still need more work?
- ☐ Decided I don't want to keep working on that, and I'll start to work on a new goal (on the goal sheet).

Look through the Reading and Writing Checklists.

Is there anything else we could cross off there?

How do you *feel* about your progress? What has been the best part?

I'm happy I can write my address and some of my grandchildren's names. _____

What can you do now (in your everyday life) that you couldn't do before?

I wrote on birthday cards for Marcus and Clara and I can write my address without copying it, though sometimes I get nervous and have to check it. _____

What have you found most difficult?

I still find the words hard to remember. I get confused sometimes. I sometimes forget to practise at home. _____
