



**Stage 1: Diagnostic Evidence**

Task	Key Observations
Short speaking task	Fluency / Accuracy / Confidence
Writing sample	Organization / Errors / Vocabulary
Listening task	Main ideas vs details
Reading task	Speed / Comprehension
Vocabulary check	Passive vs active use



**Stage 2: Classroom Behavior**

Observation Point	Notes
Volunteers answers	
Avoids speaking	
Self-corrects	
Asks for clarification	
Uses L1 frequently	
Engaged in pair/group work	



**Stage 3: Student Self-Report**

Prompt	Key Information
How I learn English best	
Feelings about speaking	
What I do when confused	
English use outside class	
Learning goals	



**Stage 4: Student's Learning Strategies & Affective Factors**

Prompt	Key Information
Uses memorization	
Uses context & inference	
Plans before speaking	
Willingness to communicate	
Anxiety indicators	
Motivation type	Exam / Communication / Mixed



**Stage 5: Learning Profile**



**Stage 6: Use & Review the Profile**

<b>SUMMARY</b>
<b>Proficiency level &amp; strongest skills:</b>
<b>Main challenges:</b>
<b>Dominant learning strategies:</b>
<b>Affective factors impacting learning:</b>
<b>Interaction preferences:</b>

<b>Action</b>	<b>Notes</b>
<b>Adjust task difficulty</b>	
<b>Modify grouping</b>	
<b>Adapt feedback type</b>	
<b>Provide scaffolding</b>	
<b>Review mid-course</b>	
<b>Update profile</b>	