



“WHY DO I GO TO SCHOOL?”

Student Self-Tracking Tool

	1	2	3	4
INTERPRETIVE – Listening	Beginning	Progressing	Meets Expectations	Exceeds Expectations
1. I can recognize the names of different courses in school.				
2. I can understand the main idea when someone provides basic information about their school day.				
3. I can understand some very simple directions about getting around the school.				
INTERPRETIVE - Reading				
4. I can understand basic information from short readings, such as e-mails, notes, simple stories, about a typical school day.				
5. I can understand the main idea in a simple magazine article (print or digital) about school in the target culture.				
6. I can read and comprehend a list of school supplies and/or school classes.				
7. I can understand and identify some basic information about a typical school day in the target culture.				
INTERPERSONAL – Speaking & Listening				
8. I can ask and answer questions about a typical school lunch.				
9. I can have a simple conversation about my favorite classes and favorite teachers.				
10. I can participate in a simple conversation about what I like about school and what I don't like.				
11. I can respond to simple questions about my classes and teachers.				
12. I can talk about the places in my school that I know and where they are.				
PRESENTATIONAL – Speaking				
13. I can present simple information about my school day, for example how I get to and from, what I do during the day and after school.				
14. I can talk about my teachers or other people in the school, and provide some simple descriptions.				
15. I can list my favorite and least favorite classes and provide at least one reason why per class.				
PRESENTATIONAL – Writing				
16. I can write simple descriptions of my teachers and classes, providing a few details.				
17. I can create a list of and give an opinion about core vs. elective courses and/or courses I need to graduate.				
18. I can describe a typical school lunch in my community.				
CULTURE				
19. I can use culturally appropriate greetings and farewells with my teacher as if I were in the target culture.				
20. I can compare and contrast my school life with one in the target culture.				