



Bell
EST 1955

Bell EP Report Card

Your child's ability in each skill appears on this row. The results here come from your child's **midterm** Cambridge University proficiency test. These tests tell us your child's overall English ability.

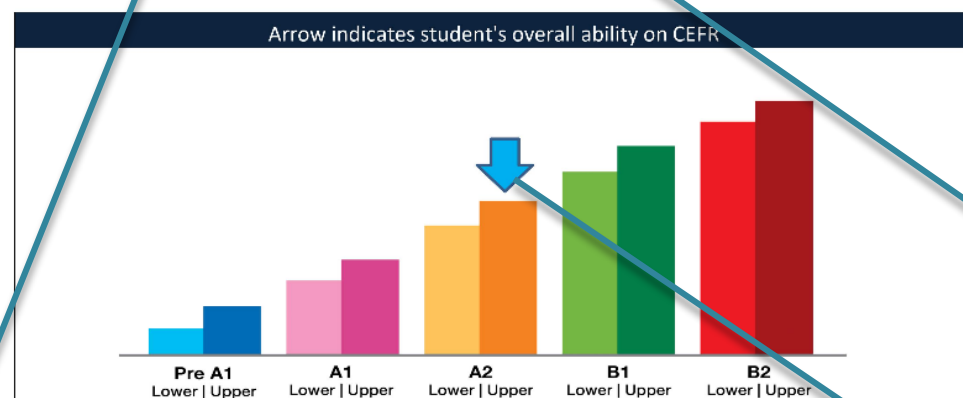
The progress score is created from the examinations at the **end of the semester**. These tests focus on the content your child has learnt from the book. You do not get a CEFR ranking for this result because it is not a proficiency test.

Effort and behavior are ranked with grades. A is excellent, B is poor. Effort tells you how motivated your child is in the classroom and how hard they work on tasks and activities. Behavior, naturally, tells you how your child interacts with others in the classroom and how they affect the classroom environment.

The overall score is the average of your child's Cambridge University midterm examinations. This allows us to inform you of your child's overall English ability. The progress test is not included in this score.

Criteria	Score	Average	CEFR
Speaking	100%	91%	A2 Upper
Listening	96%	80%	A2 Upper
Reading and Writing	97%	75%	A2 Upper
Progress Test	95%	81%	
Effort	A		
Behaviour	B		
Overall Score	97.7%	82%	A2 Upper
Area for improvement	Bobo is a bright and lively student who is focused on completing tasks with a good attitude. However, she needs to work on her listening skills - she struggles to listen for specific information and detail. With continued focus and practice, she has a lot of room for growth and improvement. The British Council website has lots of fun activities to help her (learnenglishkids.britishcouncil.org).		

A - Excellent B - Good C - Needs work D - Poor



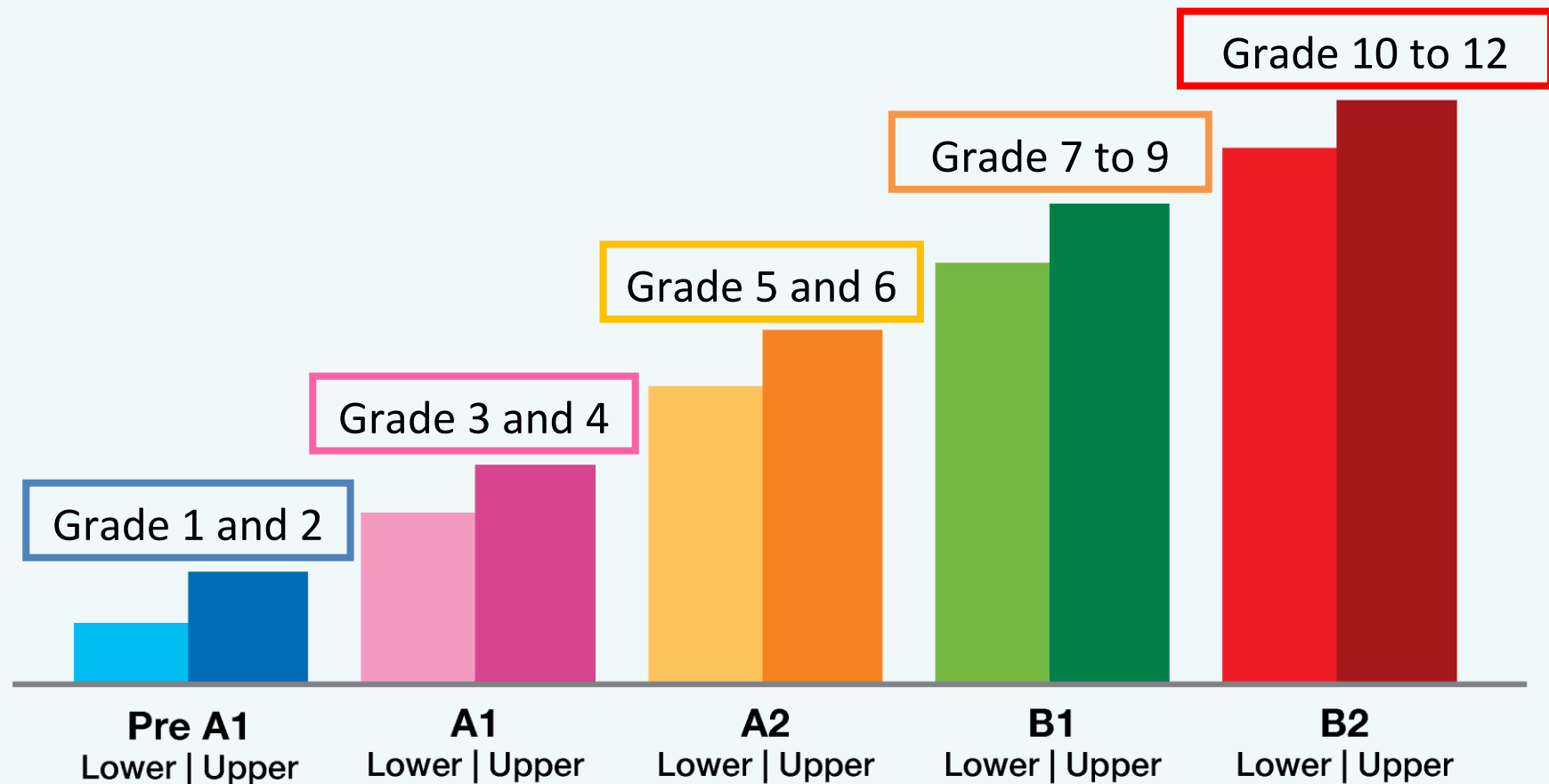
CEFR (Common European Framework of Reference for Languages) is a grading system created by Cambridge University. It ranges from Pre A1 (beginner) to C2 (expert) and shows you what your child's ability is on a global scale ranging from beginner to expert. For more information please see overleaf.

The graph shows your child's performance (red) compared to the rest of the class (green). If your child is behind the rest of the students in the class the red line will be shorter than the green. In the example we can see that this student is more advanced than the rest of the class.

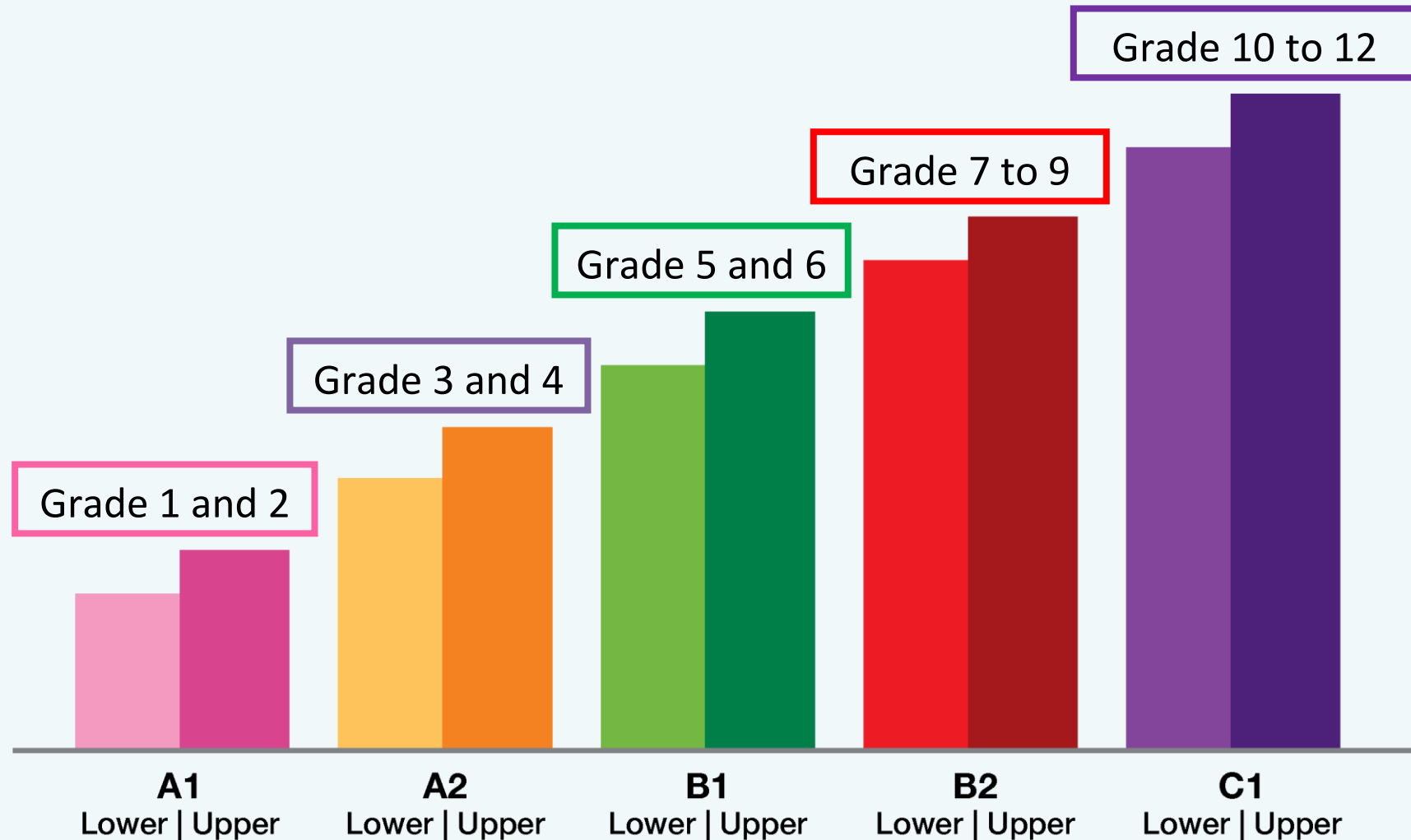
The teacher's comment will focus on an area in which your child can improve. It's likely that the teacher will suggest *how* your child can develop in this area.

The blue arrow indicates your child's overall English ability on the CEFR scale. Over the years this graph will allow you to track your child's progress and language development.

The chart below presents the desired **AVERAGE** level. For example, if your child is in grade 5 and their report states “A2 Lower” their English is at the right level, they are making good progress for their age group. If your child’s ability is below the desired level their English may not be sufficient to understand their English and subject lessons. A plan must be made to improve their English so they can effectively study in an English Program.



The chart below shows an **ADVANCED** student who is progressing ahead of average expectations. If your child's ability is falling into one of the groups below they are making exceptional progress. As a student progresses it will take more time to advance to the next level due to the complexity of the language being learnt. Please be aware that it may take a learner several years to move up to the higher more advanced level. For example, moving from "Upper B2" to "Lower C1" is challenging and could take some students several years to achieve. The highest level is C2 and is not shown here, C2 is equivalent to a native level command of the English language.



The chart below displays the IELTS bands and how they integrate with the CEFR.

