***English Language Institute***

***Student Progress Report***

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| **Course: Pronunciation** | **Level: 001** | **Session:** | **Date:**  |
| **Student:** | **Instructor:** |

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| **001-A Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Understand and practice letter-sound associations (basic phonemes) |  |  |  |  |
| Understand and practice one- and two-syllable word patterns |  |  |  |  |
| Understand and reproduce patterns of intonation for very basic questions  |  |  |  |  |
| Begin to clearly pronounce some word-endings, such as s-ending sounds |  |  |  |  |
| Correctly form, pronounce and use contractions (it is = it’s) for basic statements and questions |  |  |  |  |
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| **001-B Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Understand and practice chunks or words, linking them together (“Itza” for “it is a”) |  |  |  |  |
| Understand and produce syllable stress with newly learned vocabulary |  |  |  |  |
| Understand and correctly produce s-ending sounds |  |  |  |  |
| Begin to use proper intonation for simple yes/no and Wh- questions |  |  |  |  |
| Begin to consistently make letter-sound associations for both vowels and consonants, with errors |  |  |  |  |
| Begin to understand and produce -ed endings |  |  |  |  |
| Use contractions for most common statements  |  |  |  |  |

**awareness** = You watch Mom make a cake, ask questions and get explanations;

**imitation** = Your hand is on Mom's hand as she works. You follow her, get little jobs and try to be like her;

**dependence** = Mom is following you, standing over your shoulder. As you practice more, she moves away;

**independence**: It's your cake now. Mom could help you perfect it, but it's your decision.

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| **Additional Teacher Comments/Feedback:** | **Grade:** | **Attendance:****+80% Y / N** |
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