***English Language Institute***

***Student Progress Report***

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| **Course: Writing** | **Level: 002** | **Session:** | **Date:** |
| **Student:** | **Instructor:** |

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| **002-A Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Regularly use a variety of sentence structures in his/her writing, including compound sentences |  |  |  |  |
| Begin using subordinating conjunctions, like “when” “because” “even though,” to write complex sentences, with some errors |  |  |  |  |
| Take notes from authentic discussion on a variety of familiar topics |  |  |  |  |
| Use the different stages of the writing process to complete a properly organized paragraph with a single purpose |  |  |  |  |
| Complete a more complex and authentic form, such as a college application or a school survey |  |  |  |  |
| Begin to use self-editing strategies |  |  |  |  |
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| **002-B Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Regularly use a variety of sentence structures with correct mechanics, with some errors in complex sentences |  |  |  |  |
| Write a variety of short texts for specific audiences, such as poems, brochures, infographics, and PowerPoints |  |  |  |  |
| Write a short, simple report on a familiar topic that requires some research |  |  |  |  |
| Connect sentences and paragraphs in a multi-paragraph text using transitions |  |  |  |  |
| Produce a text whose vocabulary, purpose and tone takes audience into account |  |  |  |  |
| Use the various stages of the writing process to complete a properly organized written assignment |  |  |  |  |
| Complete short, TOEFL-style, timed writing assignments in class |  |  |  |  |
| Use quoting and citation as a way to avoid plagiarism in his/her own written work |  |  |  |  |

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

