***English Language Institute***

***Student Progress Report***

|  |  |  |  |
| --- | --- | --- | --- |
| **Course: Reading** | **Level: 001** | **Session:** | **Date:** |
| **Student:** | | **Instructor:** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **001-A Student Learning Outcomes:** | **awareness** | **imitation** | **dependence** | **independence** |
| Locate a word, number or item in an alphabetical or numeric list |  |  |  |  |
| Begin to use basic annotation strategies when working with a simple text |  |  |  |  |
| Predict the content of simpler informational material with visual support, such as charts or flyers |  |  |  |  |
| Recognize common words in a simple reading and figure out their parts of speech |  |  |  |  |
| Follow short, simple written directions with help from the teacher |  |  |  |  |
| Answer simple content-related questions in spoken and written format |  |  |  |  |
|  | | | | |
| **001-B Student Learning Outcomes:** | **awareness** | **imitation** | **dependence** | **independence** |
| Identify main ideas and some supporting details in a simple reading in both discussion-based and written tasks |  |  |  |  |
| Use simple context and visual context clues (such as italics and commas) to catch meaning |  |  |  |  |
| Figure out the difference between fact and opinion in simple readings using evidence from the text |  |  |  |  |
| Put events described in a simple text into the order they happen |  |  |  |  |
| Use basic skimming and scanning techniques to support discussion points and content review |  |  |  |  |
| Read simple paragraphs on one topic with familiar vocabulary, like descriptions of people or places. |  |  |  |  |

**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.

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

A screenshot of a cell phone

Description automatically generated