***English Language Institute***

***Student Progress Report***

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

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| **001-A Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Use a foreign language to English dictionary when reading or writing a simple text |  |  |  |  |
| Understand and use sight words and other very common vocabulary |  |  |  |  |
| Identify and define basic compound words and understand their meaning based on their two parts (e.g. mailbox = mail + box) |  |  |  |  |
| Understand and use basic vocabulary from everyday interactions, such as introductions, self-description or likes/dislikes |  |  |  |  |
| Group basic words according to certain criteria, such as food, transportation or the body |  |  |  |  |
| Understand and use synonyms and antonyms for basic adjectives |  |  |  |  |
| Use basic language terms to talk about English (noun, verb, etc.) |  |  |  |  |
| Understand and use classroom/test-taking vocabulary (e.g. fill in the blank, match, underline…, words in bold/in italics) |  |  |  |  |
| Understanding the meaning of “and” and “but” and correctly use them in speaking and writing |  |  |  |  |
| Understand the meaning and use of the more common modals, such as “can,” “could,” “should”) |  |  |  |  |
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| **001-B Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Begin to use phrasal verbs and understand changes in meaning depending on the adverbial particle (“put **on**” vs “put **off**”) |  |  |  |  |
| Recognize and use common everyday idioms |  |  |  |  |
| Catch the meaning from an unfamiliar word based on its root, prefix or suffix |  |  |  |  |
| Understand and use homonyms and homophones in speaking and writing |  |  |  |  |
| Group words according to their grammatical category, such as nouns or prepositions |  |  |  |  |
| Recognize and provide synonyms and antonyms for newly learned vocabulary |  |  |  |  |
| Identify vocabulary according to situations/contexts (e.g. formal vs. informal, or oral vs. written communication) |  |  |  |  |
| Understand the meaning of more coordinating conjunctions and use them in written and oral production, with errors |  |  |  |  |
| Use the words “want,” “need,” “must/have to” appropriately in speaking and writing |  |  |  |  |

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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.

