***English Language Institute***

***Student Progress Report***

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

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| **001-A Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Begin to use simple present, simple past and present progressive in spoken/written, positive/negative statements and questions |  |  |  |  |
| Correctly order words when using basic grammar in statements and questions in speaking and writing |  |  |  |  |
| Regularly use contractions, possessives and plurals in both speaking and writing |  |  |  |  |
| Understand and use the right subject/object pronouns and simple prepositions (to, in, on) in speaking and writing |  |  |  |  |
| Understand and use simple frequency adverbs (later, before, then) in speaking and writing |  |  |  |  |
| Understand and begin to use basic conjunctions (but, and) to make compound sentences in speaking and writing |  |  |  |  |
| Begin to use articles (a, an, the) in speaking and writing, with errors |  |  |  |  |
| Understand and correctly use demonstrative adjectives and pronouns (then, there, this, that) in speaking and writing |  |  |  |  |
| Understand and use *there is/there are* in speaking and writing often |  |  |  |  |
| Begin to use basic modal auxiliary verbs (can, will or should) with errors |  |  |  |  |
| Understand and use the basic grammatical terms (noun, adjective, clause) |  |  |  |  |
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| **001-B Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Consistently, and with control, use simple present/past and present progressive in spoken/written, positive/negative statements/questions |  |  |  |  |
| Correctly order words consistently when using basic grammar in statements and questions in speaking and writing |  |  |  |  |
| Use adverbs and prepositions more frequently in speaking and writing |  |  |  |  |
| Use basic compound sentences in speaking and writing more frequently |  |  |  |  |
| Use the simple future tense with affirmative/negative statements and questions in speaking and writing |  |  |  |  |
| Begin to use the present perfect tense, especially in common expressions (e.g. “I haven’t eaten.”) |  |  |  |  |
| Use simple modals in positive/negative statements and questions more frequently |  |  |  |  |
| Begin to use gerunds and infinities (running vs. to run) with positive/negative statements and questions in speaking and writing |  |  |  |  |
| Begin to use comparative and superlative adjectives (good, better, best) 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.

