***English Language Institute***

***Student Progress Report***

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

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| **002-A Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Use an English-English learners’ dictionary, such as the Cambridge Advanced Learner’s Dictionary |  |  |  |  |
| Guess the meaning of more advanced words based on knowledge of prefixes, suffixes and roots |  |  |  |  |
| Understand and use a wider range of synonyms and antonyms (e.g. good/beneficial or go/head out) in speaking and writing |  |  |  |  |
| Correctly use word family forms in oral and written production (e.g. word, wordy, reword, wordsmith) |  |  |  |  |
| Correctly use a growing collection of more idioms and phrasal verbs in speaking and writing |  |  |  |  |
| Identify language-based false cognates and use them correctly, according to the student’s needs |  |  |  |  |
| Recognize and begin to use learned vocabulary according to its connotative meaning in speaking and writing |  |  |  |  |
| Use collocations (e.g. heavy rain, heavy sleeper, heavy drinker) in speaking and writing |  |  |  |  |
| Understand the function of commonly used subordinating conjunctions, such as “when,” “because,” “even though” |  |  |  |  |
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| **002-B Student Learning Outcomes:**  | **awareness** | **imitation** | **dependence** | **independence** |
| Guess meaning of increasingly advanced academic words based on prefixes, suffixes and roots |  |  |  |  |
| Understand and use an increasingly wide variety of synonyms and antonyms for academic vocabulary, in speaking and writing |  |  |  |  |
| Correctly use a growing collection of complex idioms and phrasal verbs with fluency and confidence in speaking and writing |  |  |  |  |
| Understand and use increasingly complex vocabulary according to its connotative meaning in speaking and writing |  |  |  |  |
| Correctly use a wider variety of collocations in speaking and writing |  |  |  |  |
| Correctly use a wider variety of word family forms with confidence in speaking and writing |  |  |  |  |
| Define and use modals appropriately according to register in speaking and writing |  |  |  |  |
| Use collocations with increasing frequency and fluency in oral and written production |  |  |  |  |
| Group vocabulary words according to increasingly unfamiliar, complex and abstract categories |  |  |  |  |

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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.

