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**Change of Level Request Form: VOCABULARY 002**

(this section to be filled out by the student)

## Name: Date:

Current Class: Teacher:

Requested Class: Teacher:

I have spoken with my current teacher (circle one): Yes / No

I want to (circle one): move up / move down

I believe I have mastered the following VOC 002 Student Learning Outcomes (check the box ☑):

VOC 002 A-SLOs

* 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”

VOC 002 B-SLOs

* 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

 (this section to be filled out by the teacher)

Teacher’s Comments:

Teacher recommendation: 🞎 remain in level 🞎 change level

Current Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_

Level change: 🞎 approved 🞎 denied

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_