***English Language Institute***

***Student Progress Report***

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

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| **002-A Student Learning Outcomes:** | **awareness** | **imitation** | **dependence** | **independence** |
| Correctly use possessive pronouns, adjectives and nouns in speaking and writing more consistently |  |  |  |  |
| Use tenses learned in GRM 001 with positive/negative statements and questions in speaking and writing, while self-correcting |  |  |  |  |
| Correctly order words when using basic grammar in speaking and writing, more fluently and confidently |  |  |  |  |
| Use compound sentences in speaking and writing, with few errors |  |  |  |  |
| Begin to use common subordinating conjunctions in speaking and writing, with errors |  |  |  |  |
| Use the present real conditional sentences (real-life “ifs”) in speaking and writing, with errors |  |  |  |  |
| Understand the differences between all ten modals and begin using them in speaking and writing |  |  |  |  |
| Begin to use the past habitual tense (used to/would) in writing and speaking, with some errors |  |  |  |  |
| Frequently use the present perfect tense in speaking and writing, when necessary |  |  |  |  |
| Begin to use the past continuous tense correctly in speaking and writing, when appropriate |  |  |  |  |
| Correctly use reflexive pronouns (himself, herself) in speaking and writing |  |  |  |  |
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| **002-B Student Learning Outcomes:** | **awareness** | **imitation** | **dependence** | **independence** |
| Correctly use a variety of sentence types, including coordination and subordination, to enhance spoken and written expression |  |  |  |  |
| Begin to use modal perfects (“could have gone”) in positive and negative statements and questions |  |  |  |  |
| Begin to use the future real conditional sentences (real-life future “ifs”) in speaking and writing, with some errors |  |  |  |  |
| Understand and begin to use the passive voice when appropriate, with errors |  |  |  |  |
| Correctly use additions and responses (“so,” “too,” “either,” “but,”) as well as tag questions, in speaking |  |  |  |  |
| Understand and more fluently use grammar learned in 002 A-SLOs in speaking and writing |  |  |  |  |

**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.

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| **Additional Teacher Comments/Feedback:** | **Grade:** | **Attendance:**  **+80% Y / N** |
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A screenshot of a cell phone

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