

Champion of IDEAS

Language Progress Card: Yellow Level

Student Name: _____

Date Entered Program: _____

Early Advanced
Unit 7: Culture and Society

- Chapter 25: Origins of Democracy
- Chapter 26: Postwar America
- Chapter 27: Modern Literary Criticism: What Do You Think of It?
- Chapter 28: The Mass Media: Reflections of Ourselves

Unit 7 Language Functions and Forms

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|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> <i>Analyzing word structure:</i> Root words, affixes <input type="checkbox"/> <i>Connecting ideas:</i> Specialized prepositions (for, from ... to, since, until), connectors (therefore), prepositions of time (during, at [time], on [certain day of the week], in [certain month, season]), correlative conjunctions (both/and, either/or, neither/nor, not only/but also, whether/or) <input type="checkbox"/> <i>Describing actions:</i> Verbs, synonyms, past perfect tense verbs, conditional form, modals (could, would, should, may, might, must), adjectives, phrasal verbs <input type="checkbox"/> <i>Describing how:</i> Adverbs <input type="checkbox"/> <i>Describing how and to what degree:</i> Well vs. good; too + adverb (e.g., too fast) <input type="checkbox"/> <i>Describing how many or how much:</i> Quantifiers (any, few, many, much, several) <input type="checkbox"/> <i>Describing people and things:</i> Adjectives, figurative language <input type="checkbox"/> <i>Describing people, things, and events of the past:</i> Statements with <i>there was/there were</i> <input type="checkbox"/> <i>Describing what kind:</i> Adjectives, synonyms, antonyms, adjectives with <i>-ish</i> (e.g., smallish), adjectives with <i>too</i> (e.g., too powerful), adjectives with <i>-y</i> (e.g., icy) <input type="checkbox"/> <i>Expressing ideas:</i> Figurative language—less obvious idioms | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Identifying actions:</i> Gerunds <input type="checkbox"/> <i>Naming people, places, things:</i> Content area abstract nouns, antonyms, synonyms <input type="checkbox"/> <i>Renaming people, places, and things:</i> Regular pronouns, indefinite pronouns (anybody, anyone, anything, anywhere, everybody, everyone, everything, everywhere, no one, nobody, nothing, nowhere, somebody, someone, something, somewhere), reciprocal pronouns (each other, one another), and reflexive pronouns (herself, itself, ourselves, themselves, yourself) <input type="checkbox"/> <i>Stating information based on text:</i> Compound sentences joining two independent clauses and statements with <i>there will be/there has been</i> <input type="checkbox"/> <i>Using context clues to determine meaning:</i> Homonyms <input type="checkbox"/> <i>Using figurative language:</i> Similes (e.g., as cold as ice) |
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Figurative/Idiomatic Language: a picture is worth a thousand words, as cold as ice, as mad as a wet hen, as white as a ghost, blue collar, boiling point, give their life for, in memory of, like a fish out of water, majority rules, pink collar, set the stage, white collar

Assessment

Chapters 25-28 (add the scores for each modality for all four tests)

Reading Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Writing Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Listening Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Speaking Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Portfolio Evaluations (for all four chapters)

- Superior Average Below Average Fails to Meet Objective

Language Development (for all four chapters)

- | | | | | |
|------------|-----------------------------------|----------------------------------|--|--|
| Listening: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Speaking: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Reading: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Writing: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |

Date:

Comments:

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Language Progress Card: Yellow Level

Student Name: _____

Date Entered Program: _____

Advanced
Unit 8: The Physical World

- Chapter 29: The Scientific Revolution and a New World View
- Chapter 30: An Experiment, Statistics, and Augusto's Tomatoes
- Chapter 31: What's Your Egg Doing in My Nest?
- Chapter 32: Science and Technology: The Advent of Computers

Unit 8 Language Functions and Forms

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| <ul style="list-style-type: none"> <input type="checkbox"/> <i>Analyzing word structure:</i> Root words, affixes <input type="checkbox"/> <i>Asking for and expressing opinions:</i> Sentence structures <input type="checkbox"/> <i>Asking questions:</i> Embedded and tag questions <input type="checkbox"/> <i>Attributing ideas:</i> Quoted vs. reported speech <input type="checkbox"/> <i>Connecting ideas:</i> Specialized prepositions (among, despite, without, throughout, via), subordinating conjunctions (although, as soon as, whenever) <input type="checkbox"/> <i>Describing actions:</i> Verbs, passive voice, phrasal verbs, perfect progressive tense verbs—past, present, future, conditional <input type="checkbox"/> <i>Describing how much and how often:</i> Adverbs | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Describing when:</i> Specialized adverbs <input type="checkbox"/> <i>Describing what kind:</i> Adjectives <input type="checkbox"/> <i>Describing which ones:</i> Adjective clauses introduced by relative pronouns (which, whom, whose) <input type="checkbox"/> <i>Expressing tense, voice, and mood:</i> Modals (ought to, shall, would rather) <input type="checkbox"/> <i>Naming people, places, things:</i> Content area abstract nouns <input type="checkbox"/> <i>Using figurative language:</i> Abstract idiomatic expressions, similes, and metaphors <input type="checkbox"/> <i>Using transitions:</i> Transitional words and phrases (e.g., for instance, in conclusion) |
|--|--|

Figurative/Idiomatic Language: a piece of cake, a wet blanket, as common as pots and pans, as easy as ABC, back to square one, barking up the wrong tree, catching on, change your mind, computers are lifelong friends, for better or worse, get down to business, going the extra mile, green thumb, hold your horses, I don't get it, less than thrilled, let sleeping dogs lie, on the cutting edge, pretty similar, quite a bit, Rome wasn't built in a day, set the stage, technology is the sun and the moon, the big screen, to bite off more than you can chew

Assessment

Chapters 29-32 (add the scores for each modality for all four tests)

Reading Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Writing Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Listening Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Speaking Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Portfolio Evaluations (for all four chapters)

- Superior Average Below Average Fails to Meet Objective

Language Development (for all four chapters)

- | | | | | |
|------------|-----------------------------------|----------------------------------|--|--|
| Listening: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Speaking: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Reading: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Writing: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |

Date:

Comments: