



Parent Comments:

St. Louis Language Immersion Schools

PROGRESS REPORT

First Quarter 2009-2010

Name: Type to enter text

Grade: Ty

Teacher: Type to enter text

School: Type to enter

GRADING SCALE

Not Applicable	N/A
Emerging: Requires support and guidance	E
Progressing: Starting to apply concepts with guidance	P
Independent: Performs consistently at grade level	I
Advanced: Surpasses grade level expectations	A

ATTENDANCE

Days in Quarter	
Days Present	
Days Absent	
Days Tardy	

Aim

The aim of the our school program is to provide a strong experiential and linguistic foundation from which students can grow to become active participants in life-long learning.

Learner Profile

Balanced
Caring
Communicator
Inquirer
Knowledgeable
Open-minded
Principled
Reflective
Risk-taker
Thinker

I work and play hard.
I help others, and I am nice.
I share my ideas with others.
I ask questions to learn new things.
I try to learn many things.
I accept other points of view.
I try to do what is right.
I think about how I can improve.
I try new things.
I connect the things I know.

Parent/Guardian Signature

Date

Academic Growth	
COMMUNICATION ARTS	
• Demonstrates basic concepts of print	
• Develops ability to hear and say separate sounds (phonemes) in words (phonemic awareness)	
• Develops alphabet and phonics knowledge	
• Develops vocabulary by listening to and discussing unknown words in stories	
• Develops and applies, with assistance, pre-reading strategies to aid comprehension	
• Demonstrates listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	
• Develops and applies effective speaking skills and strategies for various audiences and purposes	
MATHEMATICS	
• Understands numbers, ways of representing numbers, relationships among numbers and number systems	
• Computes fluently and makes reasonable estimates	
• Understands patterns, relations and functions	
• Uses mathematical models to represent and understand quantitative relationships	

SOCIAL STUDIES	
• Has knowledge of relationships of the individual and groups to institutions and cultural traditions	
SCIENCE	
• Understands there is a fundamental unity underlying the diversity of all living organisms	
• Understands there is a genetic basis for the transfer of biological characteristics from one generation to the next through reproductive processes	
• Understands that organisms are interdependent with one another and with their environment	
• Develops science understanding through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking	
IMMERSION	
• Develops social vocabulary associated with greetings and basic school settings.	
• Develops receptive language regarding teacher and peer interaction	
• Develops content area vocabulary through lessons	
• Is developing a positive attitude towards the target language	
• Is listening effectively to:	
directions	
stories	
information	
• Is demonstrating an understanding of what is said	

Specialists' Comments

Physical Growth	
Tells what it means to be fit	
Identifies major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	
Demonstrates the ability to share, be cooperative and safe with others	
Demonstrates the safe use of general and personal space	
Demonstrates how to seek adult help when and injury has occurred (e.g., playground, field trips)	
Demonstrates the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	
Demonstrates selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)	
Demonstrates manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	
Demonstrates ways to balance on different body parts at different levels	
Identifies relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)	
Demonstrates the difference between slow and fast movement when performing locomotor movements	
Demonstrates cooperation with partners and small groups to accomplish a game objective	
Demonstrates simple movements to music (e.g., march to beat)	

The Arts	
Music: The study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Is gaining an appreciation and awareness of music.	
Performing-singing: Sings a repertoire of songs independently and with others displaying confidence, expression and an awareness of musical elements.	
Performing-playing instruments: Is beginning to play instruments in time with music.	
Creating/composing: Uses imagination and musical experience to organize sounds into various forms.	
Listening: Identifies and describes various musical elements such as rhythmic patterns, melodic patterns and form.	
Visual arts: Chooses appropriate materials and use previous experience to create.	
Uses scissors with control	
Produces a line using crayon, pencil, or marker	
Portrait: Creates an original picture of self or other person	
Identifies and uses a pattern by repeating a single shape, line, or color	
Identifies the subject of artworks	
Creates original artwork that communicates ideas about the following themes: People (e.g., self, family, friends) Indoors (e.g., classroom, kitchen, bedroom) Outdoors (e.g., seasons, nature)	

Academic Growth

Social Growth	
<i>ESSENTIAL QUESTION – How do my actions impact others in the school community, how do their actions affect me?</i>	
<i>Works independently while the teacher focuses on small groups or individuals.</i>	
<i>Works together productively and kindly in both teacher and child formed groups.</i>	
<i>Is familiar with a large number of tools and resources for learning and expressing learning and locates and uses them independently and constructively.</i>	
<i>Internalizes classroom rules by generating and discussing strategies for following the rules independently in problematic situations.</i>	
<i>Demonstrates an understanding of the role of logical consequences by contributing ideas for their use during Class Meetings, independent conflict resolution and apology of action.</i>	
<i>Shows increasing independence in following classroom routines by taking responsibility for, leading & by following the lead of classmates.</i>	
<i>Takes on and completes tasks in an appropriate manner; willing to assume a share of the responsibility.</i>	
<i>Listens sensitively to others; makes decisions based on fairness and equality.</i>	
<i>Cooperates</i>	
<i>Compromises</i>	
<i>Modifies behavior in different situations and acts accordingly; is a leader in some circumstances, a follower in others.</i>	

The Learner Profile	
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<i>Communicator</i>	
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Social Growth Comments