



# Progress Report

Grades 1-5

SSIS is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.



Academic Excellence



Sense of Self



Respect for All



Balance in Life



Dedicated Service



## Student Information

Student information helps identify key information for this report. This section provides your child's personal and school data.



**just an Example**

Student Name	School Year
Reportiva, Progressa	2019-2020
Date of Birth	Grade Level
1/2/34	3
Student Number	Homeroom Teacher
200272	Weiss, Kristin



## Student Interests

Student interest increases learning and helps them understand themselves as learners. This section provides information about your child's self-selected interests.

Semester I	Dogs	Mortal Kombat - Sub Zero	Yoga
Semester II			



## Life Skills

The 'life skills' listed below are valuable tools for personal development. This section provides information about the frequency to which your child's 'life skills' are observed in a variety of contexts throughout the school day.

Key: 1=Not yet, 2=Occasionally, 3=Usually, 4=Consistently



		Semester	I	II
<b>Responsibility</b>	Assumes responsibility for actions		2	
	Keeps personal work and tools in order		4	
<b>Engagement</b>	Contributes appropriately to class activities		3	
	Listens to adults and peers		3	
<b>Group Skills</b>	Interacts appropriately with others		2	
	Works cooperatively with others		2	
<b>Work Skills</b>	Completes tasks on time		3	
	Follows directions		3	
<b>Respect</b>	Shows respect for self and others		2	
	Shows respect for school environment		3	
<b>Self-motivation</b>	Works independently		3	
	Takes risks		3	
<b>Teacher Comments</b>				
<b>Semester I</b>	<i>Progressa adjusted quickly to her new school. and has made great friends this semester. She models the core completing her work cooperatively and re: expectations regardii her 3s, 6s, 7s, and 9. are mastered throughl</i>		<i>ependently and 'rategies for interacting nders about class academic goal is to learn ar, her multiplication facts and 12s.</i>	
<b>Semester II</b>				



Just an Example



## Super Units

Super Units help students to connect their learning from a variety of subject areas to explore complex, open-ended questions. This section provides information about the degree to which your child's trans-disciplinary understanding is demonstrated within the school context.

Semester I		
	<b>Super Unit 1</b>	Understanding Ourselves: Achieving Our Goals in Life
	<b>Thinking Focus</b>	Reflective Thinking
<b>Super Unit Title</b>		Teamwork, Dream Work
<b>Enduring Understanding</b>		Effective interactions help teams succeed.
<b>Student Reflection</b>		<p><i>"The driving question of Super Unit one was, "How we can collaborate to succeed?" The most Important thing I learned was its better to be a leader than a boss. The teamwork ingredient that is that is the most important to me is communication because when people don't talk then you don't know what they're saying. For me the highlight of the unit was the roller coaster activity. I felt challenged when I needed to talk to my team. In the beginning of this unit I was afraid of sharing my ideas, now I am not."</i></p> <p style="text-align: center;"><a href="#">Evidence</a></p>
<b>Teacher Comments</b>		<p><i>Progressa learned many strategies and had many opportunities to practice working with a team this unit. While she was beginning to apply some of these strategies at the end of the unit, it is evident from the video of her mystery challenge that she is still working on communication. Progressa will have many more opportunities throughout this year to continue practicing how to share her ideas while also allowing other teammates a chance to speak.</i></p> <p style="text-align: center;"><a href="#">Evidence</a></p>
Semester I		
	<b>Super Unit 2</b>	Understanding Others: Serving the Needs of Humanity
	<b>Thinking Focus</b>	Service Design Thinking
<b>Super Unit Title</b>		Kaleidoscope
<b>Enduring Understanding</b>		Our school community is strengthened when we engage and empathise with others.
<b>Student Reflection</b>		<p><i>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</i></p> <p style="text-align: center;"><a href="#">Evidence</a></p>
<b>Teacher Comments</b>		<p><i>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</i></p> <p style="text-align: center;"><a href="#">Evidence</a></p>

Semester II		
	<b>Super Unit 3</b>	Understanding our Environment: Sharing the Resources of our Planet
	<b>Thinking Focus</b>	Sustainability Thinking
<b>Super Unit Title</b>		Nature Tails
<b>Enduring Understanding</b>		Field research can help us to understand and communicate about our environment.
<b>Student Reflection</b>		
<b>Teacher Comments</b>		
Semester II		
	<b>Super Unit 4</b>	Understanding our World: Managing the Complexity of Systems
	<b>Thinking Focus</b>	Systems Thinking
<b>Super Unit Title</b>		Functional Phu My Hung
<b>Enduring Understanding</b>		Systems are developed to meet the needs of people.
<b>Student Reflection</b>		
<b>Teacher Comments</b>		



## Academic Subjects

Academic subjects challenge students to learn and apply the knowledge and skills of specific fields of study. This section provides information about the degree to which your child's subject-specific understanding is demonstrated within the school context.

Key: 1=Needs support, 2=Approaching expectations, 3=Meets expectations, 4=Exceeds expectations, NA= Not Applicable

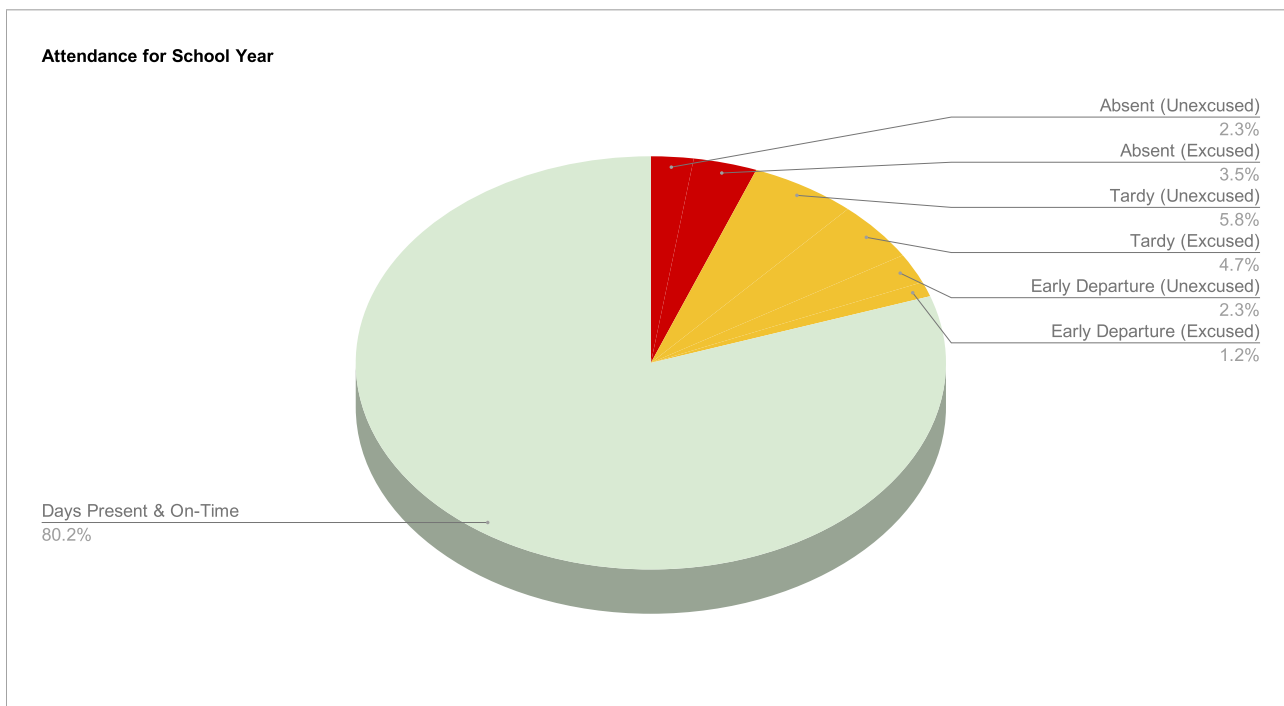
		Semester	I	II
<b>Arts</b>	Drama		2	
	Music		3	
	Visual Arts		3	
<b>English</b>	Reading		3	
	Writing		2	
	Speaking		3	
<b>Math</b>	Understanding Concepts and Procedures		3	
	Problem Solving and Application		3	
	Modeling		2	
	Communicating		3	
<b>Physical Education</b>	Knowledge, Concepts and Skills		1	
<b>Science</b>	Knowledge, Concepts and Skills		2	
<b>Social Studies</b>	Knowledge, Concepts and Skills		3	
<b>Vietnamese</b>	Reading		2	
	Writing		3	
	Language		3	
	Culture		2	
<b>Additional services</b>	English as an Additional Language		<a href="#">EAL</a>	
	Learning Support		NA	
<b>Student Reflection</b>				
<b>Semester I</b>	<p><i>"My academic goal was to memorize my multiplication facts 0-10. So far this year Ms. Weiss has shared many ways to practice my multiplication facts. The one I like the best is playing Dominoes War. I am also practicing at home. I have improved a bit because the first multiplication timed test I took, I got 23 right. The most recent multiplication timed test I took I got 35 right! I will continue to practice until the end of the year!" I hope to have all of them memorized by the end of the year."</i></p> <p style="text-align: center;"><a href="#">Evidence</a></p>			
<b>Semester II</b>				



# Attendance

Presence and timeliness are essential for supporting student learning. This section provides information about the your child's record of attending school and arriving on time.

School Year									
School Total Days	Enrolled	Full Day of Instruction Missed			Partial Day of Instruction Missed				Days Present & On-Time
		Absent (Not enrolled)	Absent (Unexcused)	Absent (Excused)	Tardy (Unexcused)	Tardy (Excused)	Early Departure (Unexcused)	Early Departure (Excused)	
83	83	-	2	3	5	4	2	1	69
Semester I									
83	83	-	2	3	5	4	2	1	69
Semester II									
-	-	-	-	-	-	-	-	-	-





## Summary Comments

Teacher summary comments emphasize specific information related to student learning. These comments may relate to Student Interests, Life Skills, Super Units, Academic Subjects, and Attendance sections of this progress report.

Semester I	
<b>Homeroom Teacher Comments</b>	<i>Progressa's writing, which often includes the names and characterists of characters from Mortal Kombat is engaging, though it will become easier to understand as she continues to improve and apply her grammar knowledge. She has been introduced to many mathematical thinking models, and she is developing her ability to independently use an effective model. Progressa enjoyed participating in the science investigations about rockets, though she is still learning how to write focused, testable questions.</i>
<b>Specialist Teacher Comments</b>	<i>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</i>
Semester II	
<b>Homeroom Teacher Comments</b>	
<b>Specialist Teacher Comments</b>	

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