



CAYMAN INTERNATIONAL SCHOOL
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CAYMAN INTERNATIONAL SCHOOL

QUARTER 3 PROGRESS REPORTS & STUDENT-LED CONFERENCES

A GUIDE FOR PARENTS



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Grade 2
2018/2019

Quarter 3 Progress Report

This document serves as a report of student progress up to this point in the school year. It will also be used as a guide for discussion during parent-teacher conferences. Please review your child's strengths and areas for growth.

ATTENDANCE	DAYS OF SCHOOL	DAYS ABSENT	DAYS TARDY
	999	3	0

Personalized Teacher Narrative:

Jeremy has continued to make excellent progress in Quarter 3. He is reading more fluently and is now able to decode most grade-level words automatically. During our small guided groups and other times he is asked to read aloud, Jeremy benefits from being encouraged to read with greater expression as this is an important skill to aid comprehension. He should also continue to practice interpreting and reflecting on the most important events in a narrative as well as pinpointing the author's message. At times, he needs prompting and support to make inferences and "read between the lines." Jeremy produced a well-structured persuasive essay during our Writer's Workshop. His ability to include emotive details and transition words in a well-elaborated letter about the need for additional recess time, and used his writing checklist and model letters to find ways to further elaborate his ideas. Jeremy has an impressive oral vocabulary and will continue being encouraged to take greater spelling "risks" in his writing by including the "big" and specific words he is already using orally. A second goal will be to use a wider range of punctuation, including commas in lists to create complex sentences. In Math lessons, Jeremy continues to demonstrate that he can grasp introduced concepts with little to no support. He has learned to tell time on an analog clock with greater consistency, and is encouraged to continue practicing beyond the half hour mark. Jeremy thoroughly enjoyed our plant investigations and demonstrated an ability to draw conclusions from his observations and to communicate his understanding in his final assessment with some support. This included help noticing and recording specific details from his notes and including units where necessary. Jeremy works conscientiously on assigned tasks and has made some improvement in producing work that is neatly and clearly presented. He requires some support in keeping his personal areas organized, but is working hard to use introduced strategies more consistently.

Quarter 3 Progress Reports include detailed narrative descriptions of each student's work and mastery of fundamental concepts and competencies, as well as character learning. Your child's teacher will provide information about your child's strengths and continued areas for growth so that steps can be taken to support, maintain, improve and/or enrich learning before the Quarter 4 Mastery Report.

Progress reports are intended to complement and guide discussions about learning that take place during student-led conferences this month. Please see below for more information about Student-Led Conferences, including dates and sign-up procedures.

Quarterly Objectives by Subject

English Language Arts

Quarter Three Overview:

Reading:

In Quarter 3, students worked in small guided reading groups on reading fluency and comprehension. We also completed an author study on Mac Barnett, whose comical and clever narratives provided inspiration and mentorship as we explored the literary elements of fiction.

Writing:

In Quarter 3, we studied, read, and wrote a range of persuasive texts. Students focused on improving their writing by using self-guided checklists, writing models, peer reviews and teacher conferences. Students also worked on understanding spelling patterns through our Word Study program.

For each core subject, teachers will note key learning objectives for the quarter. Specialist teachers will provide learning objectives for Spanish, Music, Art and Physical Education/Swimming. Be sure to check these sections to understand what your child has been learning this quarter.

Student-Led Conferences

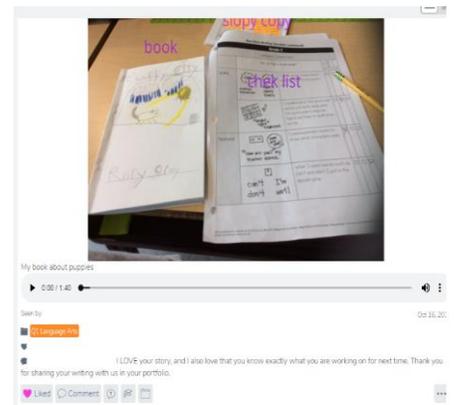
A student-led conference is a two-way conversation between a student and parents about learning. Students lead their own conferences, discussing their learning in different curricular areas. To guide the discussion, students may use relevant assessment information, demonstrations, explanations of process and progress, work samples, and/or projects as evidence of learning. Through the student-led conference, parents and students engage in a range of interactive activities designed to communicate current conceptual understanding and competencies as well as the student's approach to learning.

The act of reflection transforms experience into deeper learning. Thank you for taking the time to visit your child's classroom to share in this process.

Student-Led Conferences will take place on Wednesday, April 10 from 1:00 – 4:30 and Thursday, April 11 from 3:30 – 6:00

Learning Portfolios

Throughout the year, students collect evidence of their learning in portfolios. This year, some teachers are trialing SeeSaw, a web-based portfolio system that allows students, parents and teachers to reflect on learning in real time. Your child's 2018-19 Learning Portfolio may be entirely digital, entirely paper-based, or a combination of both, depending on his/her grade level.



A Parent's Role in Student-Led Conferences:

Be present for your child

This is a precious time for your child. It is most effective if this is one-on-one time with your child. Make use of the child care provided in our A block courtyard to keep siblings occupied while the conference is going on. Take notes if you find that helpful, and please think about switching your phone off if you will not be taking photos.

Focus on growth

In a Student-Led Conference, the student should describe their learning and progress since your last conversation. They may identify and describe goals, show work and evidence of proficiencies, and share reflections upon learning. Parents can keep their eyes on the big picture and look for noticeable areas of growth or improvement.

Schedule a follow-up if necessary

If you need to ask a question that seems out of place during a Student-Led Conference, please reach out to your child's teacher to book a follow-up appointment.