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Eye of the Dragon



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Status Reports and Narratives—December 16

Today, all students in the main campus will receive their status reports and narratives for the 2nd quintile. Status reports are issued five times a year and outline how students are being successful in their courses at QSI. The narratives represent teacher comments that should be seen in light of how a student is performing in the class. The comments give a general outline of what students have been engaged in as a class over the last 7 weeks as well as personal comments regarding your child's academic success. Please read through these carefully and know that questions to teachers for clarification are a welcome communication.



Status Reports FAQ

Q: How are Status Reports different from traditional report cards?

A: Traditional report cards give parents a general idea how their child is performing in class. When a student receives a 'B' in mathematics, it means he/she is doing well in mathematics; however, it gives no information as to what the student has specifically learned. The Status Report provides grades in mathematics; however, it breaks up the course into "essential units" (outcomes). Teachers evaluate students for mastery of each essential unit and this becomes part of the report. Therefore, the parents not only have a better idea of what their child has learned, but they know what their child has actually mastered. This ensures that the child does not miss learning important concepts.

Q: What is the difference between an 'A' and a 'B'?

A: We believe all children can and do learn. Our teachers teach and re-teach until the essential unit is mastered. Therefore, a 'B' denotes the student has mastered the material and knows it well. The grade of 'A' not only indicates that the student has mastered the material well, but is able to consistently demonstrate higher order thinking and performance skills such as problem solving, analysis, creativity, etc. This also implies in depth applications of the content of the essential unit (outcome).

Q: What are Success Orientations?

A: In the traditional report card teachers often include student behavior and attitudes as part of the grade. We believe grades our students receive should be based on knowledge and competencies they have actually mastered. The "Success Orientations" are generally accepted values that include trustworthiness, responsibility, kindness/politeness, concern for others, group interaction (how well we work with others), aesthetic appreciation (respect for our environment and appreciation of our surroundings), and independent endeavor (how well we learn and study on our own). A grade of 'S' (success) in these areas means the student has demonstrated that he/she has been successful in the orientation. A grade of 'E' (exemplary) means the student has been observed to have demonstrated an unusually high standard in the orientation. A grade of 'N' (not yet) means the student is still working on being successful in a particular orientation.

Q: What is Mastery Learning?

A: Each learning area or subject is broken up into essential units (outcomes). Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student activities. Students who do not completely master an essential unit are given additional instruction directed at a variety of learning styles to effect students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered.

Student Writing Spotlight— 10 year old Sato Kamimora

Today, we went to the “Windows Of The World” to study more about our cultural studies unit, “Ideas and Beliefs”. We saw lots of interesting architectures and (some inappropriate) statues. Our group leader was Mrs. Enav, who is also Ofri’s mom. Our group members were Sophia, Jessica, Helen, Victoria, Ofri and I. I think our group was the best group because we had such an organized leader, the members are all girls who take things seriously when necessarily, and also are very funny.

We first went through the list and found the places that we need to go to, and took pictures. The place I liked the most was Japan and Europe. In the Japanese area, there was a humungous swing, which we all rode on, and was really fun. We tried to find the Himeji castle, and we first found the Horyuji castle, and most of the people thought that it was the Himeji castle. But I can read the characters, so I told the group that that is not it. We searched all around the place, and then I finally found it. In the middle of the bushes was a very small castle. It didn’t even have a sign, but I can tell, because I have seen it. And our group was the only group that found the Himeji castle! In Europe, I found several places that I have actually been to, which was pretty cool. I couldn’t believe we found all of the places. I was so happy!

After we ate our delicious, nice, lunch, we decided to go on the rides. We were near the North American areas, and we were in front of the Niagara Falls. There was a water roller coaster, so we asked Mrs. Enav if we can go there. But she said that we will catch a cold if we get wet. So we decided to go to another roller coaster, which was super cool too. Ofri road on it before, and she told me what to do. SCREAM! That’s what she told me to do! So during the ride, I didn’t care if we were going up, down, or straight. I just kept on screaming like crazy!! It was so much fun!!!

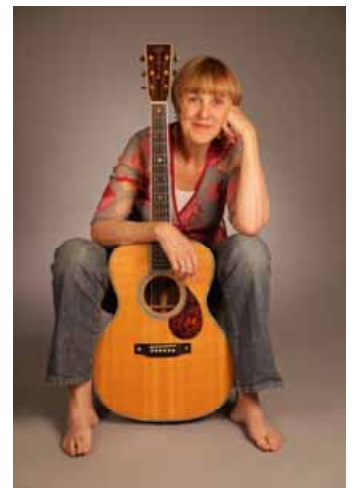
Above all the fun, I learned a lot about the world history too. I now know that learning can also be fun. I also learned that the pyramid-ish thingy in the front of the windows of the world was not just a weird looking glass pyramid. It was the Lurve something. I didn’t know that it was something that exists in France and not just a random thing. Even though I have thought that history is one of the most boring subject on earth, but today, I decided to change my mind. Or maybe it was the rides that made me think that way. I am sorry you couldn’t come. But next time, I hope you will be able to come and join us.



Visiting Author—Courtney Campbell

January 9 and 10

On January 9 and 10, QSI main campus will have a visiting author performing for our students. Courtney Campbell is a singer/songwriter, master storyteller, writer and musician. She travels the world performing for children, giving concerts, workshops and keynote speeches. Her songs and stories are some of the best most enduring ones for children that you will hear. Teachers use them extensively, Kids and their families worldwide are devoted fans. She has a natural ability to write for children and connect with them “where they live” and they love it. Courtney also stars in and is the co/creator/writer of the award winning children's TV/DVD series Mustard Pancakes. The most fun way to see Courtney is at one of her delightful performances. She is a master. Her audiences are totally and happily engaged from the minute she steps on stage. “What’s most important to me,” Courtney says, “is to reach inside each person and turn on the lights.”



Middle School Awards Assembly January 20

On January 20th QSI Main Campus will host an Awards Assembly for Fall Sports and ACAMIS Activities. Any student who participated for an entire season in Soccer, Touch Rugby and Math Olympiad will be receiving an award at the assembly (for 11 – 13 year old students and their guests). The assembly will begin at 12:00 and run until lunch. This is the first time we have hosted such an event and we would love to have parents come by to see their children honored. These students put in many extra hours of effort and now it is our turn to give them a little time in the spotlight.

