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| AL-AWADHI, Manar | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Manar is a quiet but focused student during each class period. She regularly attempts problems posed during class. Her skills are well below grade level in mathematics. She struggles with basic arithmetic and number sense, which are major reasons for her difficulties in this course. While tutoring is certainly an option that she has pursued, she may require additional support beyond that to make progress. I am here to help. I am glad to be working with Manar this year. |
| CABANAS SANCHEZ, Jorge | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Jorge is a lot of fun to teach. Though he often makes jokes, they are relevant and keep the atmosphere in the classroom enjoyable for everyone. He struggles with algebraic steps and arithmetic. A graphing calculator of his own (which will also be useful for later units) would be helpful in reducing these errors. He should be practicing on IXL or other online resources regularly to maintain and improve his skills. He does practice problems between classes, but not as consistently as he should. I encourage him to spend more time doing math outside of class so that he does not always need to relearn at the beginning of one class what he learned during the previous one. I look forward to helping Jorge make progress this year. |
| ENGBERG, Christian | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Christian is doing excellent work in the class so far. He did very well on the first unit exam and quizzes, but has not taken advantage of opportunities to reassess on the learning standards and improve his grade further. He is able to sign up and reassess through quizzes over the entire semester. Christian makes occasional arithmetic or algebraic errors in solving equations, which has been a focus of the second unit of the course. With more care, more practice, and the use of a calculator to check his work, he will undoubtedly improve. He is a frequent participant in class discussions and frequently offers to show his work on problems during class. I look forward to helping him be successful in this course. |
| FREISSMUTH, Benjamin Antonius | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Benjamin has been a pleasure to have in class. He has a sharp sense of humor that makes an appearance during every class, but rarely in a way that is distracting to others. He should take advantage of opportunities to reassess on the learning standards, which he will be able to do for the rest of the semester by signing up on my website. Benny makes occasional algebra errors, but with the use of a calculator to check his work and final solutions, he can learn to be aware if he is right or not. I encourage him to do this on a regular basis. His classmates enjoy working with him, and so do I. Keep up the great work! |
| HARWANI, Diya | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Diya has made a genuine effort to improve her performance this quarter. She has taken a number of reassessments on the learning standards of the course in order to improve her grade. While her score does not always increase, she always learns important skills in the process. She works hard during class to practice the skills presented during lessons. Diya struggles with algebraic manipulation. She should practice these skills through online resources like IXL, as well as coming in for extra help whenever possible. I look forward to helping her make progress this year. |
| HERBET, Candice Marie- Lucie | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Candice is making good progress in this class. She has done a number of reassessments during the first quarter to improve her grade and her understanding of the math concepts. While she does not always get a higher score, she learns something new each time, and does so with a smile. She has struggled a bit with the algebra concepts we have reviewed in the second unit, but with more practice, I am confident she will improve. |
| HO, Andrew | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. It has been a pleasure having Andrew in the class. He does excellent work and generally writes clear solutions to problems, though I often have to remind him to show his steps on the paper. He willingly answers questions and shares his work with the class on a regular basis. I have also seen many positive interactions between Andrew and his classmates about the work we do in class. The other students are patient in asking Andrew to explain his thinking as best he can, and Andrew has been good at opening up to them to do so. I look forward to his continued progress over the rest of the year. |
| HWANG, Jung-Won (Jenifer) | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Jung-Won (Jenifer) has done excellent work in the class so far. Her solutions are elegant and clearly written. She is always willing to share her work with her classmates and explain her reasoning when asked to do so in a group. Jenifer does not usually volunteer to answer questions during whole class discussions, but the quality of her answers is impressive enough that I often ask her to share her thinking. I appreciate her efforts to help her classmates with her patient and thoughtful manner. I am confident she will make great progress this year in mathematics. |
| KANG, Jun-Yu | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. I am glad to be working with Jun-Yu this year. He is always among the first to volunteer his work to be shared in front of the class, and is a frequent participant in class discussions. He helps his classmates regardless of the group in which he is working, and is unafraid to ask for help when he gets stuck. Jun-Yu has not, however, taken advantage of reassessment opportunities thus far in the course. He can sign up to take a quiz on any learning standard between now and the end of the semester. Every reassessment opportunity is a chance to learn something new and develop his skills, so I encourage him to make this a habit in the second quarter. |
| KIM, Min | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Min has established himself as a strong mathematical thinker, but does not always make himself active in his class groups to help classmates with their work. He often solves problems quickly in his head and then puts his head down until I ask him not to do so. In working quickly, Min sometimes makes arithmetic mistakes and does not answer questions completely. I can appreciate that he has seen much of the material in class before, but he should work to push that knowledge and challenge himself to develop the other skills that are not as strong. He can improve his explanations of his reasoning both by explaining to his classmates and writing out his thoughts on paper. I am certainly impressed with his mental calculation ability, but he will need to do much more than calculation ability to be prepared for the IB program in a couple of years. I am glad to be working with Min, however, and am confident he will improve in the coming months of the school year. |
| KIM, Tae Hyeon | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Tae-Hyeon has done great work this quarter. His solutions to problems are clearly written out step by step. He can solve the problems of this course correctly and has not struggled with any concepts in the course. He can improve on his communication of ideas. He does not often volunteer to participate in class discussions, though he will say a few words when I ask him to do so. He communicates well with his group members, however, and this is a good stepping stone on the way toward feeling comfortable speaking to the entire class. I am very pleased with his progress thus far, and look forward to seeing what he can do during the second quarter. |
| KIM, Yu-Kyung | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Yu-Kyung is an impressive mathematics student. She works extremely hard, solve problems clearly, and helps her classmates with a smile. Her performances on quizzes and her excellent work on the unit exam were clear demonstrations of the high level of excellence she expects of herself. She is also humble and is eager to help her classmates when she feels she can do so. I can depend on Yu-Kyung to clearly explain her process of solving difficult problems. I appreciate her positive attitude and her regular contributions to class discussions. |
| LEE, Ga-Eun (Sophia) | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Ga-Eun (Sophia) has had an excellent start to the year in this class. She solves problems step by step and is never shy about asking for help when she needs it. She occasionally makes mistakes, but never gets discouraged by them. She can reassess on any learning standard of the course throughout the semester, so she should sign up through the website to reassess when she feels she is ready. Even if she does not feel completely ready, she can always learn from her mistakes, so I encourage her to take quizzes with me often. She has been willing to speak in front of the class and explain her thinking. This is not an easy task, but it helps her and the rest of the class better understand the material. |
| MARINO, Pietro | Math 9 | The ninth grade mathematics course is designed to lay the foundations for the IB Mathematics sequence in the grade 11 and 12 years. Students will develop skills in communicating their reasoning using correct mathematical terminology in addition to applying mathematical knowledge and reasoning correctly. The first two units of the course have been focused on pushing students to work efficiently and accurately to solve problems while also developing a conceptual understanding of statistics and algebra topics that have been explored in previous math classes. Pietro has made reasonable progress over the first quarter. During the first unit, he was able to recall concepts from previous year's courses to solve statistics and probability problems to do reasonably well. He has struggled during the current unit with problems that require basic algebraic manipulation. Pietro makes arithmetic errors and does not necessarily use his calculator to check his answers. With practice, however, he can improve and make this extra step a habitual part of solving problems. He has come in before school for reassessment on learning standards. While he does not always answer these quizzes perfectly, each time he learns something important, which is the goal of the standards based learning system I use. He should continue this habit throughout the semester. I look forward to helping him make progress over the rest of the semester. |
| YANG, Daphine Wanjing | IB Physics | The IB physics course in its second year begins with a focus on electricity and electric circuits. This has led to students developing a greater understanding of the role that physics concepts has played in the development of technology. In the coming months, we will study magnetism and power generation before moving into atomic, nuclear, and quantum physics. The internal assessment for this course will take place in the second semester. Daphine has made excellent progress understanding concepts this semester. I appreciate being able to structure class around conversations about physics concepts and solving problems, and Daphine has benefited greatly from this format. She is able to solve most problems on a first try, so long as she is open to understanding concepts at a level beyond what she remembers from previous courses. She often falls victim to tricks and mistakes when she clings to formulas and memorization in place of focused reasoning. I encourage her to continue to do as many practice problems as possible, as the experience gained by doing so will develop her intuition for the related physics principles. |
| CHIU, Tsz-Wai (Suki) | IB Physics | The IB physics course in its second year begins with a focus on electricity and electric circuits. This has led to students developing a greater understanding of the role that physics concepts has played in the development of technology. In the coming months, we will study magnetism and power generation before moving into atomic, nuclear, and quantum physics. The internal assessment for this course will take place in the second semester. Tsz-Wai (Suki) has made a respectable start to the year in physics. She follows along with class conversations about concepts and demonstrates understanding within a class period. Unfortunately, she does not tend to practice this understanding outside of class. This means that she has to relearn concepts at the beginning of the next period rather than applying that knowledge to new situations. Ideas in physics always build on each other, so this is a difficult way to learn physics. Consistent and careful review of concepts over time will lead to greater success. I encourage her to seek help between classes to keep up with the material. |
| CABANAS SANCHEZ, Karen | IB Math SL 1 | The IB Mathematics SL course is a two year exploration of a range of mathematical topics. Students are required to not only solve problems, but understand and communicate their process of doing so. The first unit includes investigations into mathematical sequences and series, a review of exponential and logarithmic properties from Math 10, and applications of the binomial theorem. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than was done in previous courses. Karen has struggled with the expectations of this course, but she has worked hard to overcome these difficulties. She does many problems on her own between classes, but often makes the same repeated mistakes. It would be much better if she were to spend extra time after school getting started on this work so that she can get help either from me or from her classmates. Her first unit exam was not a strong performance. It showed weaknesses in algebraic manipulation and understanding of the course material. She has continued, however, to be positive during each class period and work as hard as she can during that time. Though she occasionally gets distracted, she gets back on track quickly, and calls me over during class to check her work. She has all the right habits to be successful, so I will support her however I can during the rest of the year. |
| CANTRELL, Emma | IB Math SL 1 | The IB Mathematics SL course is a two year exploration of a range of mathematical topics. Students are required to not only solve problems, but understand and communicate their process of doing so. The first unit includes investigations into mathematical sequences and series, a review of exponential and logarithmic properties from Math 10, and applications of the binomial theorem. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than was done in previous courses. Emma has done an excellent job getting started in this course. She makes a substantial effort to do as many problems as possible during class and on her own. She asks questions when she needs to, but most of the time she is able to resolve any difficulties she has on her own. She has not yet taken advantage of opportunities to do reassessments on the learning standards of the course. She will be able to do so at any time before the end of the semester. She is always willing to help her peers and explain her reasoning during class discussions. I have enjoyed getting to know her as a student, and look forward to seeing her continue to grow as a mathematical thinker as the year progresses. |
| NIESEL, Xenia | IB Math SL 1 | The IB Mathematics SL course is a two year exploration of a range of mathematical topics. Students are required to not only solve problems, but understand and communicate their process of doing so. The first unit includes investigations into mathematical sequences and series, a review of exponential and logarithmic properties from Math 10, and applications of the binomial theorem. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than was done in previous courses. Xenia has made a solid effort this quarter. Her efforts to learn the material have been effective thus far in the course. She is continuing her habit from last year of often putting off learning material until later than she should. She is also, however, taking advantage of reassessment opportunities much earlier than she did last year. She has become much more careful in her reasoning and computation during the problem solving process since I first worked with her in ninth grade. She has come for help after school and after class, and I encourage her to continue this when she needs to do so. I am confident that she will continue to improve as she becomes comfortable with the level of problems typical of this IB course. |
| SIKRI, Saarthak | IB Math SL 1 | The IB Mathematics SL course is a two year exploration of a range of mathematical topics. Students are required to not only solve problems, but understand and communicate their process of doing so. The first unit includes investigations into mathematical sequences and series, a review of exponential and logarithmic properties from Math 10, and applications of the binomial theorem. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than was done in previous courses. Saarthak has done excellent work thus far in the course. His solutions to problems are organized and thoughtful. While he does get anxious occasionally when solving problems in a timed situation, his anxiety is rarely related to his actual performance in answering the questions. He does occasionally get off track when working through IB level questions, but this is more a reflection of inexperience than of any lack of ability. With more practice, he will improve both his recall and intuition for the material of the course. He has taken advantage of reassessment opportunities already, which is an excellent habit to have established early on in the year. I look forward to his continued progress over the rest of the semester. |
| DARUKA, Nirvaan | IB Math HL 1 | The IB Mathematics HL course is a two year, college level development of mathematics topics in a variety of topic areas. To be successful, students must be able to learn mathematics independently, solve problems of high algebraic complexity, and apply skills learned in previous mathematics courses to problems they have never seen before. The beginning of the course has focused on mathematical sequences and series, the binomial theorem, complex numbers, and proof by mathematical induction. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than in previous courses. Nirvaan is a shrewd mathematical thinker, for sure. His algebraic skills are strong, as is his intuition for concepts. Nirvaan often finds, however, that the problems in front of him leave him stumped. This is because he does not do sufficient practice problems for the associated concepts to become routine for him. This is a necessity for success at the HL level. He should be doing as many practice problems as is possible to increase his intuition and minimize the amount of time he must spend remembering important concepts while trying to solve a problem. He was certainly able to do well in mathematics in the past without putting in a great deal of effort. He will undoubtedly struggle if he does not increase this effort moving forward. I am here to help, and encourage him to make this change as soon as possible. |
| KANG, Tae-Hoon (Kevin) | IB Math HL 1 | The IB Mathematics HL course is a two year, college level development of mathematics topics in a variety of topic areas. To be successful, students must be able to learn mathematics independently, solve problems of high algebraic complexity, and apply skills learned in previous mathematics courses to problems they have never seen before. The beginning of the course has focused on mathematical sequences and series, the binomial theorem, complex numbers, and proof by mathematical induction. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than in previous courses. Tae-Hoon (Kevin) has used his strong algebra background to his advantage so far this year. He has been challenged, however, by problems that require not just algebraic competence, but creativity in seeking out solutions. He should solve as many different problems as possible in order to develop an intuition for solving the types of problems that appear on the Mathematics HL exam. He regularly practices problems outside of class, but is not proactive about asking for help when he does not understand. He must not hesitate to get this assistance soon after he realizes he needs it. I encourage him to reassess on concepts whenever possible to increase the number of learning opportunities available to him. |
| LIU, Chen Yu (Lucinda) | IB Math HL 1 | The IB Mathematics HL course is a two year, college level development of mathematics topics in a variety of topic areas. To be successful, students must be able to learn mathematics independently, solve problems of high algebraic complexity, and apply skills learned in previous mathematics courses to problems they have never seen before. The beginning of the course has focused on mathematical sequences and series, the binomial theorem, complex numbers, and proof by mathematical induction. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than in previous courses. Chen-Yu (Lucinda) has done good work so far in the course. Her algebra skills are well developed and have served her well in reviewing concepts that she has seen before. She should seek out as many different types of problems as possible in order to develop her intuition for how to solve the more complex, multi-step problems that are common at the HL level. This also requires focus during class time, which is often a challenge for Lucinda given her strong social connections to her classmates. I am confident that Lucinda will work on these issues as the concepts in class become more challenging. |
| TEO, Carmen Hui-Ling | IB Math HL 1 | The IB Mathematics HL course is a two year, college level development of mathematics topics in a variety of topic areas. To be successful, students must be able to learn mathematics independently, solve problems of high algebraic complexity, and apply skills learned in previous mathematics courses to problems they have never seen before. The beginning of the course has focused on mathematical sequences and series, the binomial theorem, complex numbers, and proof by mathematical induction. Now at the end of the first quarter, students are reviewing and developing properties of functions at a more advanced level than in previous courses. Carmen has made a good start to the course. Though she missed the beginning classes of the year, she reviewed what she missed and was working alongside the rest of her classmates soon afterward. Carmen has had difficulty managing the complexity of HL level exam questions, which require not just accuracy in computation, but an ability to seek solutions through multiple concepts at once. Over time, Carmen will develop the experience and confidence to push through these types of problems to find solutions, but this will require dedicated practice. I am confident that she will increase her effort to meet the challenge over the rest of the year. I look forward to seeing what she is able to do as she develops her skills. |
| CHEUNG, Alex | IB Math SL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Alex has had varied success this quarter. He is inconsistent in the effort he puts into his practice problems between classes, which results in him needing to relearn material at the beginning of each class. If he spent time between classes solidifying his knowledge, he could be building on that knowledge to do the more complex problems of the course. This means he is always just a bit behind where he could be. His exploration document was an interesting analysis of the game 'Blackjack'. I look forward to seeing the final document take shape as Alex improves the quality of his analysis and reflection. |
| CHIU, Tsz-Wai (Suki) | IB Math SL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Tsz-Wai (Suki) has done an excellent job with the material in the first quarter. The fact that she has seen parts of it before has helped, but she has also made a respectable effort to develop her knowledge in the context of the IB course. She has continued creating an excellent set of notes which will be useful when she reviews for her exam at the end of the year. She has begun to take advantage of the reassessment system to expand the number of learning opportunities available to her. I appreciate the quality of her work and look forward to seeing her make progress over the rest of the semester. |
| HE, Zhong (Rodick) | IB Math SL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Zhong (Rodick) struggled with most of the concepts in the first unit of the course. He did not consistently do practice problems between classes. This meant that he was always relearning material from the previous class rather than building on that knowledge to do more complex reasoning. His effort level must increase if he is to be successful over the rest of the year. Rodick submitted an exploration assignment that was below expectations for a ten-hour assignment. The quality of his work on this assessment must also be improved substantially. I am here to help, but he must be much more proactive in requesting that help from me. |
| KANG, Jun-Hao | IB Math SL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Jun-Hao has had a strong start to the semester. His first unit exam contained several problems that were completely correct, with some superficial difficulties on the rest. The statistics and probability topic is certainly Jun-Hao's strongest in the entire sequence thus far. He works productively every class and asks for help when he needs it. Aside from the occasional nudge in the right direction, Jun-Hao tends to be strong in understanding concepts of the course. His major obstacle is always in making careless errors with computation. With more practice, he will improve in this regard. He should begin reviewing concepts from year one of the course in order to make the review process as smooth as possible moving forward. |
| LV, Yin-Run (Elena) | IB Math SL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Yin-Run (Elena) made a solid effort to push her way through the material of the first quarter. She continued to devote extended periods of time looking over and trying textbook problems related to the course material. During the class, however, Elena is not typically asking for much help. She occasionally consults her classmates, but tends to be quiet. I encourage her to be more proactive in pushing the edges of her understanding when other students are there to help out. She should also sign up to do reassessments on the learning standards whenever she is able to do so. Every reassessment is opportunity to learn and improve. |
| RIMMER, Vanessa | IB Math SL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Vanessa has made a strong start to the year. Her committed effort during class and between classes to understand every assigned problem served her well in the first unit. She still struggles in an exam situation to apply all of her knowledge at the same time, but this anxiety related issue was something that she was fighting last year as well. More experience solving problems with time limitations and staying relaxed but confident will help her improve in this regard over the next several months before her IB exam. I enjoyed working through her draft exploration on reaction time, and appreciate the thought and time that went into piecing it together. She should spend the next couple of weeks refining and developing her ideas to make her conclusions and use of mathematics stronger. I am glad to be working with Vanessa again this year - keep up the great work! |
| SHIN, Jung-Hwan (Shane) | IB Math HL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Jung-Hwan (Shane) has made a reasonable start to the year. He began the year resisting the need to do practice problems between classes, but this did not become a habit. His knowledge of probability from previous courses has served him well so far this quarter, but his effort level must rise as we move into material that is new to him. He works well with the other IB students to learn the material, including helping those that struggle with the difficult problems. I appreciate his contributions to class discussions. I encourage him to begin reviewing concepts of the previous year on his own. This will help make the review process more smooth as we approach the IB exam in the second semester. |
| YANG, Daphine Wanjing | IB Math HL 2 | The first quarter of the second year of IB Mathematics has been spent focusing on concepts of probability that are significantly more complex than those from previous years. Students have developed skills and an intuition around very real applications of probability and statistics, including disease testing and college admissions. After one more unit on probability distributions, we will begin Calculus, the sixth and final topic of the IB mathematics curriculum. Students also spent time this quarter working on their mathematics exploration, a document which will serve as the official internal assessment for this course. Daphine has made good progress over the first unit this year. She has not improved substantially in her work habits, often doing large amounts of work in a short time rather than spacing this work out over multiple days. Her skills in solving problems remain consistently strong. The issue of highest concern, however, was the quality of her draft internal assessment. She spent far too much time searching for topics that were difficult, even though difficulty is not what is valued in the rubric for the internal assessment. Depth of analysis, correct use of mathematics, and meaningful reflection are much more important than doing original and abstract mathematics. The draft that she submitted was poorly organized and was based on physics content rather than being linked to the IB mathematics curriculum. Daphne needs substantial guidance in making rational choices about the ways she spends her time, but she does not accept this guidance most of the time when it is offered. I encourage her to be more open to alternative points of view, particularly when related to making important decisions about her future. |
| CANON, Alexandre | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. I am glad to be working with Alex again in a creative design elective. He has great ideas and is eager to complete them. As with last year, however, he struggles with the documentation process. I remind him frequently to write after each class and reflect on what he did and learned. These reminders have not yet helped him make reflection part of his routine. As a result, his grade is not as high as it could be. I encourage him to make this simple change to his process in order to improve. He should also work to become more independent in the class. Alex will often wait for a classmate (or me) to tell him what he should be doing. He certainly has the capacity to identify himself what needs to be done, and then work on that task. I look forward to seeing what he and his classmates create this year. |
| HWANG, Ji-Won (Kale) | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Ji-Won (Kale) has made a respectable start to the class. He has been a productive member of every working group he has been in so far this year. He has great ideas and writes about them in the online notebook on a regular basis. He has been eager to share his design concepts with his classmates. He speaks in front of the group about the progress his group has made. I encourage him to continue this high level of effort all year - it will certainly contribute to the success of our team's design. |
| KIM, Taeuk | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. I am glad to be working with Taeuk this year in robotics. He has interesting ideas about what will (and will not) work for a given design challenge. He works productively with his classmates to achieve the objective of the day. His writing in the online notebook has been consistently strong in its frequency - I would now like to see an improvement in the quantity of writing. This improvement is directly related to Taeuk's improvement in speaking and writing in English. This will improve with continued practice during class. I anticipate great things from Taeuk's inventive mind this year, and hope he continues to make progress as a designer and builder in the second quarter. |
| LING, Jia-Jun (Jake) | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Jia-Jun (Jake) made a good decision to join the robotics class this year. It has been a good experience for him to experience the combination of creativity, physics, and logical thinking that is associated with engineering. He does not consistently write substantial amounts in his online notebook, though he does write regularly. I encourage him to write and speak more in English to continue to develop his skills. Jake works well with other students, but occasionally does not know what he should do next when he finishes a task. I want him to work to become more independent and find tasks that need to be done, rather than wait for someone to tell him. There will be many opportunities for him to develop these skills as the robot is designed through the next quarter. |
| LUI, Chun-Tat | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Chun-Tat (Daniel) has made a good start to the class. He has found a few classmates with whom he works well, and has done an excellent job of being productive during class time. He was especially helpful to me in communicating in Mandarin with one of the suppliers of the robotics kits. He has written consistently in the online notebook about his ideas and creations. This will be helpful when we put together an engineering notebook detailing the process of building this year's robot. I look forward to seeing him continue to think creatively during the second quarter. |
| MULLEN, Daniel | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Luke has been a positively contributing member of the class since the beginning of the year. Though he sometimes gets distracted, he generally finds problems to solve when he is finished with a task. His classmates enjoy working with him and respect his ideas. Without fail, he meets each obstacle in the design process with a smile. I appreciate his effort and his eagerness to learn new things. I look forward to seeing him make progress over the rest of the semester. |
| SHIN, Jung-Woo | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Jung-Woo has done excellent work in the first quarter of this class. He has spent substantial amounts of time, including between classes, to perfect his ideas. His design for a lift mechanism has come together quickly through his focus and interest in learning to use hand tools. He consistently writes in his online notebook to document his process, though I encourage him to be more proactive in setting specific goals for the next class. I look forward to seeing him make progress in creating a feasible robot design in the next few months. |
| SUKHNANI, Prachi | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Prachi has demonstrated an impressive effort to learn as much as she can during class. She solves problems quickly and is interested in pursuing any idea that might help make progress toward an effective design. She is enthusiastic about figuring her way through challenges and never hesitates to ask for help when she needs it. She is not only a problem solver, but a problem finder - she rarely needs to be told what she might work on next. I enjoy seeing her move along the design process from concept to full execution. Her classmates respect her and her designs and appreciate what she brings to the groups of which she is a part. I look forward to seeing what she creates over the rest of the semester. |
| TAN, Choon-Wun | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Choon-Wun is a fun student to have in class. He works hard to figure out how to solve problems and is a trustworthy team member. He has written consistently in the online notebook about his design process. This will be helpful when we produce a team engineering notebook documenting the robot design. I encourage him to always look for problems that need to be solved, and then work to solve them, as this level of independence is what leads to an effective group. I look forward to seeing his designs develop in the coming months of the semester. |
| VAN DER EYKEN, Felipe | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Felipe has been developing his skills productively over the first quarter. He often works alone to generate ideas and research potential designs for the robot, and is willing to share with his classmates once he feels sure about his thinking. He has been engaged in class activities in all areas of programming, building, and brainstorming. I encourage him to be more assertive in contributing during group discussions - he has great ideas and need not worry that they are inadequate. I look forward to seeing him continue to grow as a designer over the rest of the semester. |
| XU, Dominick | Robotics | In the first month of the robotics class, students became acquainted with different components of robot design process. They experienced the engineering design cycle by building rolling cars from metal parts to compete in challenges with and against their classmates. They completed a number of computer programming tasks using virtual robots and a visual programming language. They also learned some elements of 3D design on the computer and built prototypes of their creations using the 3D printer. Since this year's robot game was revealed mid-September, the students have been working on different aspects of creating a robot to compete against other teams in China. Students are now working in their own teams to identify game-play strategies and build prototypes of mechanisms. Dominick has maintained his reputation as a strong roboticist in the class thus far. His experience programming from last year has been useful in helping the other students get started with writing their own code. I recommend that Dominick work harder to push others to discover concepts on their own rather than giving them the answers, though he has made a genuine effort to do this over the first quarter. The other students respect Dominick's knowledge and are eager to learn what he knows. He should also work to develop his building skills so become more well rounded in the design process. He will have numerous opportunities to do so in the months ahead. Keep up the great work! |
| CHEN, Ying-Tung (Andrea) | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Ying-Tung(Andrea) has done an excellent job so far this semester in learning web design. She has consistently completed all mini-projects according to requirements and with elements of her own style. She has not consistently written in her online notebook about her learning, but the entries she has made have been complete, detailed, and usually contain a question or two on topics that interest her. She works well with her classmates and is a pleasure to teach. I look forward to her continuing to develop as a web designer and programmer over the rest of the semester. |
| HWANG, Jung-Won (Jenifer) | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Jung-Won (Jenifer) is making a phenomenal start to the year in web design. Her projects and mini-projects have consistently exceeded the requirements and always include elements of her own personal aesthetic style. She has done an excellent job of writing about her learning in her online notebook. Every entry includes details about the content of each class and good questions to extend her knowledge beyond the basic content of the course. She helps her classmates and is respected for her strong attention to detail. I encourage her to maintain this effort level over the rest of the semester as we move into more challenging content. |
| JASHNANI, Sahil | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Sahil is learning a lot in this course. He struggles at times to keep track of the many different aspects of designing web pages. Part of this relates to his difficulty making a habit out of regular reflection on his learning in his online notebook. I usually remind him about this during class, and he agrees that it is a problem, but has trouble making the next step. That said, he works productively during class while contributing to a positive and humorous classroom atmosphere. I have enjoyed getting to know him thus far, and hope to see his skills develop as we move into the second quarter. |
| KOVALENKO, Vadim | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Vadim has started the year with a greater effort level than he put forth last year when he audited the course. He is more willing to share his mistakes and ask for help when he needs it during class. Outside of class, however, it is rare that I hear from him about his progress. He will often show up to class having had major issues completing assignments and needing more time. I encourage him to write me immediately when he has trouble. He usually turns in assignments late. He needs to understand that we are here to help, but that he needs to give us enough information about how things are going in order for us to help him. I look forward to his continued improvement in the second quarter. |
| OUYANG, Simon Long-Hao | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Simon is a clever programmer and user of technology. At times this causes him trouble because he finds ways to complete assignments with greater complication than is necessary. He is getting much better at understanding the basic requirements of projects and completing those requirements before moving on to the more difficult ones. He has been an excellent mentor to his classmates when they need help. His advice is direct but delivered with a smile. He should make sure he is regularly reflecting on his learning in the online notebook. This is an excellent opportunity for Simon to practice his English. His language skills are improving, however, and I am very pleased with his progress. |
| QIU, Jia-Hui | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Jia-Hui has been a pleasure to have in this course. She is always smiling and motivated to learn new concepts that enable her to apply her considerable design skills to a challenge. She writes regularly in the online notebook about her learning. She is creative and puts a lot of effort into her mini-projects to make them as good as they can be. The other students appreciate the help Jia-Hui gives freely when she is able to assist them. I appreciate the positive attitude she brings to the classroom, and the other students do as well. I look forward to seeing what she creates in the second quarter. |
| SUKHNANI, Prachi | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Prachi has demonstrated considerable skill in designing and building web pages thus far in the course. Her considerable knowledge from self-studying the subject is evident in the quality of her questions and work. Despite having this knowledge, she benefits considerably from being able to learn from her peers and see how they solve problems differently. While her attention to detail is certainly an asset, she would benefit from switching her attention to the big picture more frequently. This would help alleviate the frustration she accumulates when these details deviate from expectation. Her notebook entries reveal a lot of insight and enthusiasm for the content of this course. I look forward to seeing what she creates in the next quarter. |
| VAN DER EYKEN, Felipe | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Felipe has made a good effort of learning the basics in this course. He does have trouble connecting the details of what we do in class together to his efforts to complete projects. He makes some progress during class and between classes, but is not as communicative about his difficulties as he could be. He constructs an understanding of the material in his own way and is eager to share how he organizes concepts in his head during our conversations. I encourage him to communicate with me more frequently when he has trouble. He should also write regularly in the online notebook about his learning - he has not done this consistently during the quarter. Regular reflection would help him make connections between classes and better remember the essential concepts for use in completing projects. |
| William | Web Design | The web design and programming course is an introduction to HTML, CSS, and Javascript, which are the main languages used to write pages and applications on the web. This first quarter has focused on introducing students to the computer tools that programmers use to write HTML and CSS. In addition, students have learned to build the structure of a web page using HTML and style their page using CSS principles. Students have developed their skills to create a fully functioning and organized website on their own. Jia-Hang is just joining the class at the end the quarter, so he has not had much time to build anything yet. The beginning days of his participation in the class have focused on installing the computer tools and locating the resources he will need for the second quarter. He has enjoyed his time in the class so far. I look forward to helping him make progress in the second quarter. |