

# CURREY INGRAM ACADEMY

## UPPER SCHOOL SEMESTER I PROGRESS REPORT

Student: Gaertner, Jeremiah Louis

Grade: 12

2012-2013 School Year

PERIOD	CLASS	TEACHER	Q1 Grade	Q1 Percent	Q2 Grade	Q2 Percent	S1 Grade	S1 Percent	Sem ABS	Sem TARDIES
P1(M-F)	Academic Support	Johnson, Eric		0		0		0	0	0
P2(M-F)	English IV	Allen, Barton	B	91	B	90	B	91	0	0
P3(M-F)	Government	Faulk, Alli	A	95	F	44	I	55	0	1
P4(M-F)	Academic Support	Johnson, Eric		0		0		0	0	0
P5(M-F)	Senior Seminar	Peach, Cassie	C	78	I	72	C	75	0	0
P6(M-F)	Statistics (H)	Shuster, Mary Grace	C	83	C	81	B	85	0	0
P7(M,W)	Improvitational Theatre	Field, Scott R	P	95	P	96	P	96	0	0
P7(T,H)	Tech Internship	Goscha, Kevin		0		0		0	0	0
Adv(M-F)	Advisory	Smothers, Elizabeth		0		0		0	0	0

### Grade Scale:

100-93	A	4.0 Points
92-85	B	3.0 Points
84-75	C	2.0 Points
74-70	D	1.0 Points
Below 70	F	0.0 Points
Passing	P	

### Semester Grades:

Each quarters counts 40% and the final exam is weighted at 20%.

### Semester Tardies:

Semester tardies report the total number of unexcused tardies for the semester.

### Core GPA's:

Q1 GPA =	3.0000
Q2 GPA =	1.6667
S1 GPA =	3.0000

### Overall GPA's:

Q1 GPA =	2.7500
Q2 GPA =	1.5000
S1 GPA =	3.0000

Core Cumulative GPA =	3.0000
Overall Cumulative GPA =	2.8636



Currey Ingram Academy  
Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

**Student demonstrates strengths and positive attributes in the following areas:**

*Jeremiah has strengths in math, science, and technology, which are academic interests he pursues inside and outside of school. He also plays a variety of musical instruments and participates in marching band at Hillsboro High School.*

**Student uses the following accommodations and modifications for testing and academic work. Student also benefits from the following strategies and instructional approaches to be successful in academic work:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Extended time (100% or more if needed)                                     | <input type="checkbox"/> Use of scribe                                 |
| <input checked="" type="checkbox"/> Small group testing  | <input checked="" type="checkbox"/> Preferential seating               |
| <input checked="" type="checkbox"/> Short breaks during test   | <input checked="" type="checkbox"/> Use of laptop                      |
| <input checked="" type="checkbox"/> Multi-day testing  | <input checked="" type="checkbox"/> Use of calculator                  |
| <input checked="" type="checkbox"/> Structured environment   | <input checked="" type="checkbox"/> Spell check                        |
| <input checked="" type="checkbox"/> Instruction paced according to student's rate of learning                  | <input type="checkbox"/> Grammar check                                 |
| <input checked="" type="checkbox"/> Small class ratio  | <input checked="" type="checkbox"/> Voice recognition software         |
| <input checked="" type="checkbox"/> Reduced workload for mastery   | <input type="checkbox"/> Audio books, texts, materials for instruction |
| <input checked="" type="checkbox"/> Audio/video classroom instruction recording                                | <input type="checkbox"/> Limit copying from board                      |
| <input checked="" type="checkbox"/> Agenda/planner iCal utilization  | <input checked="" type="checkbox"/> Supplemental notes                 |
| <input checked="" type="checkbox"/> Advisory organizational support and instruction                            | <input checked="" type="checkbox"/> Sensory strategies per class       |
| <input checked="" type="checkbox"/> Time management instruction  | <input checked="" type="checkbox"/> Scaffolding for note taking        |
| <input checked="" type="checkbox"/> Multi-sensory and multi-modality instruction                               | <input checked="" type="checkbox"/> Repetition/Re-teaching             |
| <input checked="" type="checkbox"/> Wait time given in class for effective processing and understanding        | <input checked="" type="checkbox"/> Peer mentoring                     |
| <input checked="" type="checkbox"/> Use of alternative assessment techniques to match student's learning style | <input type="checkbox"/> Math support class                            |
| <input type="checkbox"/> Individual testing  | <input type="checkbox"/> SLP   |
| <input checked="" type="checkbox"/> Selective reading  | <input type="checkbox"/> OT  |
| <input type="checkbox"/> Tests/instructional materials read orally   | <input type="checkbox"/> Other   |
| <input checked="" type="checkbox"/> Write in test booklet  |  |
| <input type="checkbox"/> Large print edition/answer sheet  |  |

**Conference Participants**

**Quarter 1**

Student \_\_\_\_\_  
Parent \_\_\_\_\_  
Educator(s) \_\_\_\_\_

**Quarter 3**

Student \_\_\_\_\_  
Parent \_\_\_\_\_  
Educator(s) \_\_\_\_\_



# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

**ILP Goals: A goal written in bold has been identified as an ILP target goal**

### Rating Scale for ILP Goals

- 1 = Unsatisfactory (insufficient, poor quality)
- 2 = Emerging (gradual appearance of the skill following direct instruction)
- 3 = Developing (acquisition of the skill following instruction and guidance)
- 4 = Expanding (comprehensive use of the skill following instruction)
- 5 = Independent (exercises mastery of the skill independently)

### The Five C's: Core Skills of the Upper School

- CH = Character
- COM = Communication
- COL = Collaboration
- CU/CR = Curiosity and Creativity
- CT = Critical Thinking

### Academic Habits for College Readiness:

	Q1	Q2	Plans of Action:
Organization	P1 4	4	Organization is a key skill emphasized in all classes, and students will receive specific instruction during advisory on how to stay organized. This will include daily organizing their binder, book bag, laptop, and locker. Advisers will also check to make sure all assignments are written down in the student's planner. By remaining organized, students will have a greater chance of successfully completing their nightly assignments, with improved learning being the ultimate goal.
	P2 4	4	
	P3 4	5	
	P4 -	-	
	P5 4	3	
	P6 4	4	
Homework Completion	P1 2	2	<b>Jeremiah is expected to complete homework in a timely and quality manner. The goal of homework is always to enhance or supplement classroom learning, and it is important that Jeremiah sees homework in this light, rather than something to complete and check off. Both classroom teachers and Ms. Smothers will monitor homework completion on a daily basis, so as to keep Jeremiah from getting too far behind in his learning.</b>
	P2 3	3	
	P3 2	2	
	P4 -	-	
	P5 2	2	
	P6 3	3	
Time Management	P1 2	2	Successfully managing one's time is an important skill for both school and life, and one that is continually emphasized in the Upper School. Students will work with their teachers and adviser to effectively manage their workload, so as to use their time wisely and efficiently in completing assignments. In particular, students will work to break down larger, long-term assignments, with teacher assistance as needed.
	P2 3	3	
	P3 2	2	
	P4 -	-	
	P5 2	2	
	P6 2	2	
Note Taking	P1 4	4	Students will develop a system of note taking that includes using key words and main ideas to help with information recall. Both classroom teachers and the adviser will work with students to keep these notes organized, as well as to assist in improving note-taking skills as needed. Along with taking notes, students should see their notes as a helpful way to review for assessments and enhance their learning, so frequently reviewing notes is also expected.
	P2 3	4	
	P3 4	4	
	P4 -	-	
	P5 3	3	
	P6 3	4	
Study Habits	P1 3	3	Because effective study habits are crucial in college, students will work to develop study strategies that help them learn best. Students will work with their classroom teachers and adviser to devise effective study strategies, experimenting with which methods produce the best results. Key considerations include students being cognizant of how they learn best and studying on a regular basis, not just the night before a test.
	P2 4	4	
	P3 3	4	
	P4 -	-	
	P5 3	3	
	P6 3	3	
Active Reading	P1 3	3	Because of reading's key importance for learning, students will be taught and expected to use active reading strategies whenever they read a handout, passage, or novel. Reading that is active goes beyond passively scanning the page, with important habits including: rereading difficult passages for comprehension, underlining and highlighting key passages, and taking notes in the margins. Students will practice these skills in class, as well as receive feedback and help from their adviser as needed.
	P2 3	4	
	P3 3	3	
	P4 -	-	
	P5 2	3	
	P6 3	3	



# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

### Academic Habits for College Readiness:

	Q1	Q2	Plans of Action:
Self-Awareness	P1 3	3	Understanding how one learns and leveraging this for success in the classroom and in life is a crucial skill that takes years to develop. Students will consistently be assisted in discovering how they learn best, which they will then apply to various learning situations. Beyond improving self-knowledge, students will be comfortable relying on their strengths and requesting accommodations when needed. Both classroom teachers and the adviser will be instrumental in developing this very important trait.
	P2 4	4	
	P3 3	3	
	P4 -	-	
	P5 3	4	
	P6 4	4	
Learning Readiness	P1 1	2	Simply showing up and being ready to learn can sometimes be the most important step of learning. In light of this, students are expected to arrive to class on time with all necessary materials (paper, pencil, book, etc.) on hand. Beyond the tangibles, however, students should recognize the importance of a positive attitude, a good night's sleep, and a healthy meal, all of which can enhance one's learning. As such, students will be encouraged to work with their teachers and adviser in developing these healthy life habits.
	P2 4	3	
	P3 3	3	
	P4 -	-	
	P5 3	3	
	P6 4	4	
Self-Advocacy	P1 4	4	<b>Self-advocacy is one of the cornerstone habits of the Upper School, and Jeremiah will be constantly encouraged to speak up for himself and raise questions as needed. Through a supportive environment, Jeremiah will gain the self-confidence to ask for help when needed, and both teachers and Ms. Smothers will work with Jeremiah to do this both appropriately and effectively. Beyond asking for help, Jeremiah is also expected to take responsibility for his learning by checking his grades and meeting with teachers outside of class as necessary.</b>
	P2 4	4	
	P3 4	4	
	P4 -	-	
	P5 2	2	
	P6 3	3	
Classroom Participation	P1 5	5	By actively participating in class, students will be more likely to learn from others. Appropriate participation includes asking and answering questions, working with others in small groups, and completing individual assignments. Likewise, students should minimize distracting comments and behaviors, both for their own benefit and the benefit of their classmates. Classroom teachers will work with students as needed in this area.
	P2 4	4	
	P3 5	5	
	P4 -	-	
	P5 2	3	
	P6 3	4	

#### Quarter 1 Progress Update:

During the first quarter, Jeremiah has been focusing on the academic habits of self-advocacy and homework completion. His understanding of what it means to be a self-advocate has greatly improved since last year, which is primarily evident through his self-rating during advisory. In his own opinion, which is consistent with the ratings of his teachers, his self-advocacy skills are emerging (2), meaning he rarely asks for help or meets with teachers to discuss ways to improve. The fact that he is aware of the need to ask teachers for help, not necessarily with content, but with planning for long term assignments and requesting deadline extensions, is a huge step for Jeremiah. The next step in the development of this goal is for him to put this understanding into practice. Jeremiah also reports that his homework completion skills are emerging (2), although his teachers report this to be a developing skill (3). These ratings indicate significant growth in this area. In advisory, we will work towards greater independence in these areas of the year continues, while also monitoring and discussing the other academic habits.

#### Quarter 2 Progress Update:

Jeremiah continues to develop in his use of the academic habits, with strengths in self-awareness and classroom participation. Teachers report that homework completion and time management continue to be relative challenges. In Jeremiah's own evaluation of homework completion each week, he rated himself from 2-3. The consistency among Jeremiah's and his teachers' ratings indicate a strong sense of self-awareness, which teachers report is Jeremiah's greatest strength among the academic habits. Jeremiah has also demonstrated continued to be growth in his homework completion as he is consistently aware of the assignments that he needs to complete. We will continue to work to use his understanding of himself to help Jeremiah achieve more efficient practices. Jeremiah also evaluated his self-advocacy skills, giving himself an average of rating of 3 throughout quarter 2, consistent with teacher ratings. As teachers report a relative challenge in time management, a skill strongly linked with homework completion, Jeremiah should also consider monitoring this habit during the third quarter.



# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

Class: English IV

Teacher: Barton Allen

### Q1 Q2 Skillful Thinking Reading Goals:

3	4	Employs active strategies: note taking, underlining, visualizing, predicting, connecting. (COM, CT)
5	5	Responds to reading by completing assignments, and by writing a summary of assigned text. (COM, CT)
3	3	Completes novel project, understanding of synergetic relationships between plot elements. (COM, CT)
5	5	Demonstrates decoding and encoding to new text. (COM, CT)
4	4	Exhibits strengthened vocabulary at instructional and independent reading levels. (COM, CT)
4	4	Applies text structure concepts (sequence, compare/contrast, persuasion, cause-effect). (COM, CT)
4	5	<b>Identifies narrative structure, literary element and devices. (COM, CT)</b>

### Q1 Q2 Skillful Thinking Writing Goals:

3	4	Develops writing skills for functions at a college level; masters diverse essay types. (COM, CT, CH)
5	5	<b>Uses effective pre-writing and outlining techniques. (COM, CT)</b>
3	3	Meets the minimum length requirement on all assignments. (COM, CH)
4	5	Develops multi-paragraph essay, including: an introduction, body, and conclusion. (COM, CT)
5	5	Writes an effective thesis statement and topic sentence. (COM, CT)
4	4	<b>Writes strong supporting sentences with specific details. (COM, CT)</b>
4	3	<b>Revises and edits written work. (COL, COM, CT)</b>
N/A	N/A	Learns the skills and steps for the purposes of writing a research paper. (COM, CT)
N/A	N/A	Finds sources using the library and computer resources. (COM, COL, CT)
N/A	N/A	Uses MLA format; writes title and works-cited page. (COM, CT)

### Plan of Action for Skillful Thinking Goals:

Jeremiah will use all of the above outlined reading goals to create quality writing topics and details since the scope and sequence of the course focuses on developing independent (5) expository writing skills. Jeremiah will acquire a larger vocabulary through the study of words within literary context and through Vocabulary Energizers. Through frequent writing assignments that require revising, teacher and peer editing, and conferencing, Jeremiah will work to achieve an independent level of skill (5) in each step of the writing process outlined above.

### Quarter 1 Progress Update:

This quarter our primary focus was on the construction and revision of explicative and persuasive essays, novel and short story studies, sentence patterns, poetic form, and elements of grammar. Jeremiah's ability to identify story scope and figurative language is expanding and sometime occurs independently. Given time, his prewriting skills exhibit mastery. The evidence that he uses to support his subtopics is concrete and convincing. When editing and revising his work, his sentence structure is varied and complex, and his mechanics are exact. Next quarter, we will focus on his ability to master diverse essay types.

### Quarter 2 Progress Update:

Jeremiah has excelled in assignments and topics that have required immediate, short term mastery. On the other hand he has struggled in completing work that was long-term, which left him requiring extra time in order to complete. Despite this, his finished work has been excellent, and he demonstrates mastery of concepts covered. His final exam was notable for his near mastery of sentence patterns.



# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

Class: **Statistics Honors**

Teacher: **Mary Grace Shuster**

### Q1 Q2 Skillful Thinking Goals:

3	3	Make sense of problems and persevere in solving them. (CH, COM, COL)
4	4	Reason abstractly and quantitatively. (COM, CT)
3	3	Construct viable arguments and critique the reasoning of others. (COM, COL, CH, CT)
4	5	Model with mathematics. (COM, CT, CU/CR)
3	3	<b>Use appropriate tools strategically. (COM, CT)</b>
3	4	<b>Attend to precision. (COM, CT)</b>
4	5	Look for and make use of structure. (COM, CT)
4	5	Look for and express regularity in repeated reasoning. (COM, CU/CR, CT)

### Plan of Action for Skillful Thinking Goals:

*During the school year, Jeremiah will be presented with math content specific to Statistics, with opportunity to master topics taught in class through ALEKS assignments, quizzes, and performance tasks.*

*In order to expand (4) targeted skillful thinking goals, Jeremiah will:*

- know technology can aid in visualizing results, comparing data, etc.
- use technology to deepen understanding of concepts
- give carefully formulated explanations to each other

### Quarter 1 Progress Update:

Homework: 45.7% Participation: 65.3% Performance Tasks: 90% Quizzes: 100%  
Jeremiah is developing (3) his ability to use appropriate tools strategically by using technology to deepen understanding of concepts, specifically by using his computer productively in class. He is also developing (3) his ability to attend to precision by giving carefully formulated explanations to classmates, such as explaining new topics in a different way than presented to the class. In the second quarter, I would like for Jeremiah to focus on giving well formulated explanations.

### Quarter 2 Progress Update:

Enriching Questions: 58% Homework: 60% Participation: 96% Performance Tasks: 78% Quizzes: 89% Exam: 98%  
Jeremiah is showing expanding (4) progress on giving well formulated explanations by considering his audience when he is giving presentations on his Enriching Question. I would like for Jeremiah to continue focusing on this goal by examining claims and using explicit definitions. Also, I would like for Jeremiah to focus on constructing viable arguments by building a strong argument to support conclusions that anyone can understand.



# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

Class: World History Honors

Teacher: Alli Faulk

### Q1 Q2 Skillful Thinking Goals:

1		Revises historical binder, consistently adding quality supplements under "war," "peace," "culture," "religion" and "application." (CU/CR, CT, CH)
3		Debates thoughtfully and respectfully with others, using historical facts and reasoning. (CH, COL, COM)
2		Writes essays using research as a means to presenting well-thought ideas in support of insightful theses. (COM, CT, CU/CR)
4		Compares and contrasts the politics, inventions, ideologies and interests of yesterday's world to that of today's. (CT, COM)
4		Understands connection between two main ideas to formulate one major concept. (CU/CR, CT)
4		Connects past events with current events, analyzing similarities and differences. (CT, COM, COL)
4		Explains cause and effect relationships between historical events. (COM, CT)
2		Completes reading assignments prior to class and participates in discussions regarding reading material. (CH, COM)

### Plan of Action for Skillful Thinking Goals:

Jeremiah is unsatisfactory (1) in the skill of revising his historical binder, and can develop (3) this skill by using his time wisely at the end of class to work on a supplement. Jeremiah needs to add at least two quality (meeting the appropriate skill and difficulty levels) supplements a week under one or two of the four main categories. Jeremiah is also developing (3) in his writing skills and can expand (4) his note-taking and writing skills by focusing on using spell check and taking teacher feedback and incorporating that into his drafts. Jeremiah's binder and notes will be checked weekly by the teacher to ensure that these skills are being refined.

### Quarter 1 Progress Update:

Jeremiah did an excellent job of incorporating prior knowledge into class discussions, and his participation added much to class lectures. Jeremiah also did a great job taking notes, and his ability to recall information enabled him to do well on tests. Jeremiah does need to focus on his time management skills, in order to insure that he will have the skills for college to get his work done by the deadlines that are implemented.

### Quarter 2 Progress Update:





# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

Social Skills

Staff / Teacher: Eric Johnson

### Social Skills Goals:

*The psychoeducational assessment completed in April 2010 by Metropolitan Nashville Public Schools states Jeremiah meets the Tennessee eligibility standards as a student with Autistic Spectrum Disorder. Due to difficulty navigating social situations, pragmatic language deficits and difficulty navigating interpersonal relationships, the following goals will be targeted to assist Jeremiah in improving in these areas:*

- 1. As stated in the recommendations of his psychoeducational assessment report, Jeremiah will continue to be encouraged to participate in extracurricular activities to help boost morale and self-esteem. Jeremiah currently plays tuba in the marching band at Hillsboro High School. This activity is instrumental in providing Jeremiah with a social outlet to collaborate with peers and interact in a social, yet structured setting using his strengths in music. This activity is also recommended for Jeremiah to continue throughout his high school career to continue to assist him in developing interpersonal relationships within a structured peer group.*
- 2. Jeremiah will meet with the school counselor, Ms. Stickle, to walk through specific social situations that may be difficult for Jeremiah to navigate. Solution-oriented problem solving skills will be targeted with Jeremiah to help him understand the social use of language (making inferences, understanding slang, reading between the lines, reading body language, facial expressions, making predictions, understanding perspective).*
- 3. Jeremiah will participate in extracurricular activities such as clubs, "house" activities, improv, and theatre productions to provide him with opportunities to practice navigating social situations in a non-classroom environment.*
- 4. Jeremiah will be provided with classroom activities to help assist him in improving his pragmatic language skills. Teachers will provide instructional activities such as science labs in which Jeremiah will work with a partner, collaborative group projects, discussion based learning, and class presentations.*

### Quarter 1 Update

*Jeremiah has participated in several activities this quarter specifically designed to support his social skills. During the Recharge Thursday, Jeremiah signed up for the board game club and played a game with three other students. Jeremiah demonstrated good social skills, appropriately "ribbing" his opponents, and generally having a great time. Jeremiah also participated in Man Night: Video Games, and he similarly did well. Towards the end, Jeremiah opted to play a game by himself rather than another game with a group, so he can still work on being flexible in this regard. Jeremiah continues to participate in Hillsboro Marching Band, as well as Improv during Period 7, both of which provide him with additional opportunities to practice his social skills. We will continue to support Jeremiah in this area.*





# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

Class: Senior Seminar  
Teacher: Cassie Peach

### Q1 Q2 Skillful Thinking Goals:

3	1	Develop efficient research and material gathering strategies. (CU/CR, CT)
3	1	<b>Consistently plan, write, and revise capstone paper. (CU/CR, CT)</b>
3	1	<b>Incorporate mentor feedback and comments into each draft of the capstone paper. (CH, COM, CT)</b>
3	2	Actively participate in class asking and answering questions. (CH, COM, COL, CU/CR, CT)
3	2	Actively participate in class by taking notes during college lectures. (COM, CT)
3	5	Actively participate in the college preparation process, including investigating where to apply, how to complete the application, and other necessary steps. (COM, CT)

### Plan of Action for Skillful Thinking Goals:

Throughout the semester, Jeremiah will utilize time in senior seminar to research colleges, with the goal of making him more informed and confident in the decision making process. This will include support and assistance in contacting colleges, scheduling campus visits, and completing applications. In addition to this, Jeremiah will be guided in utilizing a multiplicity of resources for his capstone project. While meeting with his mentor and a member of the Library and Technology team, Jeremiah will form a research question, map ideas, research, outline, draft, revise, and share his work. Finally, Jeremiah will receive personalized instruction and support on critical academic habits for college, particularly time management (breaking down long-term assignments), study skills, active reading (highlighting informational text), and note taking. For each of the above goals, Jeremiah should earn a 5, which indicates independent mastery of the skill.

### Quarter 1 Progress Update:

It is imperative for Jeremiah to begin the college application process. The target deadline for these applications is November 16. For the capstone project, he met with Mr. Goscha and Ms. Franklin to further his research and refine his outline. Jeremiah benefitted from support while using all the tools provided to organize sources, take notes, and complete mini-deadlines. He is working to make the topic accessible to a general audience. Jeremiah also participated in taking notes on two Yale lectures via iTunes University. Jeremiah will continue to improve his note taking skills by focusing on recording main points.

### Quarter 2 Progress Update:

Congratulations, Jeremiah, on college acceptance. Jeremiah chose to take a few notes during a recent college lecture about computer programming. He is continuing to develop skills as a note taker. Six to eight pages of the capstone paper were due at the end of the quarter. Jeremiah did not submit anything. As a result, his grade is an Incomplete. Jeremiah will need to continue writing and revising next semester. Each of Jeremiah's mentors have both given helpful feedback and support such as suggesting that Jeremiah write one paragraph for each item in his outline and work from there.



# Currey Ingram Academy

## Upper School ILP/Progress Report

Student: **Jeremiah Gaertner** Grade: 12 Adviser: Elizabeth Smothers Year: 2012-2013

Class: Government  
Teacher: Alli Faulk

### Q1 Q2 Skillful Thinking Goals:

5	5	Independently integrates prior knowledge with new ideas. (CT, COM)
2	2	<b>Provides support and detail in research papers by using both primary and secondary sources. (CT, COM)</b>
1	2	<b>Consistently revises political essays, incorporating teacher feedback and comments into each draft. (CH)</b>
4	5	Takes a past event and relates it to a current event, articulating specific similarities and differences. (CT, COM)
3	3	Completes reading assignments prior to class in order to actively participate and increase understanding. (CH, COM, CU/CR)
5	5	Actively participates in class lecture, both in asking and answering questions as well as note-taking. (COM, CH)
5	5	Debates thoughtfully and respectfully with others, using political facts and reasoning. (COM, CH)
4	5	Explains cause and effect relationships between political events. (CT, CU/CR)
4	5	Compares and contrasts different political figures and events. (CT, COM, COL)

### Plan of Action for Skillful Thinking Goals:

*For Jeremiah to attain independent mastery (5) on his persuasive paper, he will take the following steps: first, he will research on his own, reading articles and glean pertinent information to narrow his topic and refine his argument. Jeremiah will then turn in drafts of his paper for teacher suggestions and revisions at least once a month, and he will include two different sources in each draft. Jeremiah needs to use his time with Mr. Johnson as well as any academic support time to work on this paper, and his teachers will make sure he stays on task.*

### Quarter 1 Progress Update:

*Jeremiah does an excellent job contributing to class discussions, using his current events knowledge as well as prior knowledge, and I would like to see that continue into next quarter. Jeremiah has great focus in the classroom, staying attentive and taking notes. He is able to easily grasp the concepts we cover in government, so he does very well on quizzes and tests. Jeremiah needs to focus in quarter two on writing and revising his persuasive paper, as that is almost one-third of his overall grade.*

### Quarter 2 Progress Update:

*Jeremiah continued to do really well with class participation and note taking, and his test and quiz grades were excellent. Jeremiah was able to research some great websites for his persuasive paper, and his outline was really good. Next semester, I would like to see him continue to work on organizing that research and his thoughts down onto paper for a final product to turn in.*

Student name: Jeremiah Gaertner Rubric for the 10 Academic HabitsAdviser name: Ms Smothers

	1 Little to No Concept or Practice	2 Emerging Concept and Practice	3 Developing Concept and Practice	4 Expanding Concept and Practice	5 Independent Mastery and Consistent Use	S	T
<b>Organization</b>	Student lacks any effective organizational system or structure. Binder and laptop are insufficiently organized. Assignments are rarely recorded.	Student understands steps to follow to be organized but requires direct instruction to maintain laptop and binder. Once prompted, records assignments.	Student will organize when teacher guidance are given, but not automatically in each class. Has most assignments recorded, but sometimes forgets.	Student is mostly organized; may need to find the occasional stray assignment. Assignments are always recorded.	Student maintains a clearly organized binder and laptop and can quickly find needed materials when needed. Assignments are always recorded.	— — — — — — — — — — — — — — — — — — — —	— — — — — — — — — — — — — — — — — — — —
<b>Homework Completion</b>	Student consistently has late or missing work. When completed, it is rushed and done for completion rather than understanding.	Student rushes to turn in work to earn early dismissal, but work is frequently of poor quality and rushed, which impedes the learning involved.	Student turns in most homework on time, as motivated by early dismissal. Homework is occasionally rushed; lacking in quality.	Student turns in most homework on time, but may occasionally be late. Sees homework as a learning activity and tries to learn from it.	Student always turns in quality homework on time. Completes quality homework to gain understanding rather than just for completion.	<u>3</u> — — — — <u>2</u> — — — — <u>3</u> — — — — <u>2</u> — — — — <u>4</u> — — — —	<u>3</u> — — — — <u>2</u> — — — — <u>3</u> — — — — <u>2</u> — — — — <u>3</u> — — — —
<b>Active Reading</b>	After direct instruction, student demonstrates poor comprehension of material, insufficient re-reading and/or highlighting.	Student reads the text, but demonstrates limited comprehension. Student rarely initiates re-reading or taking notes.	Student reads and highlight key points with instruction and teacher guidance. More difficult texts may impede student's understanding and comprehension.	After prompting, student reads the text, highlights key ideas, and takes appropriate notes. Will frequently re-read a difficult section for better understanding.	Student actively reads for comprehension rather than completion. Re-reads difficult passages, highlights key ideas, and takes notes.	— — — — — — — — — — — — — — — — — — — —	— — — — — — — — — — — — — — — — — — — —
<b>Time Management</b>	Student approaches big projects without a plan of action and waits until the last minute to complete them. Is often rushed and, as a result work is of poor quality.	Student understands the benefit of planning ahead but is unsure of how to break down assignment. Student requires direct instruction to do so. Often procrastinates.	Student plans for larger assignments with instruction and guidance, but often underestimates how much time is needed. May procrastinate at times.	Student sees the value in planning ahead and does so mostly on his/her own. Typically has an accurate idea of how much time to set aside.	Student consistently plans for long-term assignments and works backward from the due date to tackle the work. Does not procrastinate.	— — — — — — — — — — — — — — — — — — — —	— — — — — — — — — — — — — — — — — — — —
<b>Study Habits</b>	Student does not study for tests - often seems at a loss for what or how to study. Sees test-taking as a mystery, and often performs poorly on tests.	Student sometimes studies, but not effectively. As a result, does not perform well on tests. Student requires direct instruction to appropriately use study skills.	Student uses 1 or 2 basic strategies and sees the value in studying for tests, but struggles knowing what and how to study. Requires instruction and guidance to study well.	Student typically studies for tests, performs well, and uses several skills effectively. Needs to improve self-reflecting on personal strengths.	Student knows and effectively uses a variety of strategies on a regular basis. Student reflects on personal strengths and modifies habits as needed to improve performance.	— — — — — — — — — — — — — — — — — — — —	— — — — — — — — — — — — — — — — — — — —

- 1 = Unsatisfactory (insufficient, poor quality)  
 2 = Emerging (gradual appearance of the skill following direct instruction)  
 3 = Developing (acquisition of the skill following instruction and guidance)  
 4 = Expanding (comprehensive use of the skill following instruction)  
 5 = Independent (exercises mastery of the skill independently)

	1 Little to No Concept or Practice	2 Emerging Concept and Practice	3 Developing Concept and Practice	4 Expanding Concept and Practice	5 Independent Mastery and Consistent Use	S	T
Note-Taking	Student does not take notes in class, even when given direct instruction. Minimally engaged in the learning process and sees no value in notes.	Student takes notes with direct instruction, but often struggles to know when to take notes or on what material. Prefers heavy scaffolding (fill-in-the-blank) notes.	Student needs guidance to organize the content into an outline format, as it is still difficult. Beginning to practice rephrasing skills.	Student regularly takes notes and can organize these in an outlined format. Sometimes needs help in rephrasing ideas into own words.	Student automatically takes attentive notes through self-guided organizing, rephrasing, and diagraming. Relies on notes for learning.	— — — — — — — — — — — — — — — —	
Learning Readiness	Student consistently forgets paper, pencil, or book needed for class. Consistently comes to class tired and/or hungry, making learning difficult.	Student often forgets necessary supplies for class, and must retrieve these from locker. Often comes to class tired, hungry, or distracted.	Student generally brings required supplies, but is tired, hungry, or distracted by other things, making learning difficult to sustain.	Student consistently brings required supplies and uses them effectively to learn. At times, lack of energy interferes with ability to learn.	Student brings all needed supplies to class and is prepared to learn. Well-rested and fed, the student is ready and able to learn.	— — — — — — — — — — — — — — — —	
Classroom Participation	Student is consistently not focused or actively engaged with the task at hand. Even after direct instruction, students does not follow directions and remains off topic.	Student is rarely engaged and requires direct instruction to be focused on the task at hand. Also requires direct instruction to follow directions and be on topic.	Student struggles to focus on the task at hand, but able to do so with instruction and guidance. Also requires guidance to follow directions and maintain focus on the topic.	Student is mostly focused and actively engaged with the task at hand. Student follows directions and maintains his/her focus on the topic most of the time.	Student is focused and actively engaged with the task at hand. Student follows directions and maintains his/her focus on the topic.	— — — — — — — — — — — — — — — —	
Self-Advocacy	Student does not ask for help when needed and struggles in classes without seeking help on his/her own. Engages in learning passively.	Student rarely asks for help, often after weeks of struggling. Rarely checks grades or meets with teachers to discuss ways to improve.	Student often checks grades and asks the occasional question, but relies more on the teacher than him/herself to monitor learning.	Student checks grades regularly and monitors progress. Asks for help in class, but may hesitate to meet with a teacher when needed.	Student asks questions and meets with teachers as needed. Consistently checks grades and takes responsibility for own learning. Active learner.	<u>3</u> — — <u>3</u> — — <u>3</u> — — <u>3</u> — — <u>2</u> — — <u>3</u> — — <u>2</u> — — <u>2</u> — — <u>3</u> — — <u>3</u> — —	
Self-Awareness	Student has little understanding of own learning style. Does what's easiest or quickest. Lacks the desire to self-discover and improve. Does not know accommodations.	Student has a basic concept of their learning style, but does not connect this to their learning or study habits. Accommodations are rarely used.	Student can express their learning style and connect this to how they learn and study, but relies on teacher instruction and guidance. Unsure of accommodations.	Student knows learning style. Has trouble identifying weaknesses and preparing for them. Knows accommodations but reluctant to ask for them.	Student knows their learning style and is an efficient learner. Seeks to compensate for any deficits by relying on strengths and utilizing accommodations.	— — — — — — — — — — — — — — — — — — — —	

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