

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Religion 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | E | |
| • Participates in community service within the RIS community | | |
| • Students develop an understanding of the Old and New Testament according to the Roman Catholic Tradition | P | |
| • Students develop an understanding of God as revealed through Scripture and the Tradition of the Roman Catholic Church | P | |
| • Students develop an understanding of prayer as gift, covenant, and communion with God | P | |
| • Students develop an understanding of the history, composition, and meaning of Sacraments | N | |
| • Students develop an understanding of Roman Catholic personal and social moral teaching | N | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Charoenarpornwattana, Patteera (Vicki)

Grade 4

December 18th, 2018

ID: 18174

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Vicki continues to be a model student. She is extremely respectful and hardworking. Vicki is very creative, a deep thinker, and actively participates in small group and class discussions. She is an absolute pleasure to have in class. Keep up the great work!

| Course Name | Teacher | Email |
|------------------------|--------------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Religion 4 | Laurent, Lilibeth Aparis | maryl@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Kaewphet, Tien | tienk@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 2 Absences: 1

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Vicki uses grade-appropriate language, conventions, and grammar when speaking and writing. She communicates effectively and consistently shares her ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary. | | |

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Vicki has shown solid understanding of concepts covered in class and eagerly accepts opportunities to challenge herself and extend her learning. | | |

Reading 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | M | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | E | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Vicki was able to identify the main idea and supporting details of a text, as well as identify text structures in her summaries. | | |

Science 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Vicki showed understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Vicki will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Vicki has shown understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Vicki independently researched and took notes for her ABC book. She used her notes to write a key word and details about her country. A goal for Vicki will be to organize her writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | M | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | E | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | E | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | E | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a pleasure to have in class. I have been delighted by your participation in class: You have displayed exceptional understanding of the course content. Continue to work hard.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Chindapol, Natacha

Grade 4

ID: 18041

December 18th, 2018

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Natacha continues to be an extremely respectful and hardworking student. She is very creative, a deep thinker, and actively participates in class discussions. A continued goal for Natacha is to decrease her side conversations during lessons and independent work time, making sure to always stay focused and follow directions.

| Course Name | Teacher | Email |
|------------------------|---------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Kaewphet, Tien | tienk@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 1 Absences: 2

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Natacha uses grade-appropriate language, conventions, and grammar when speaking and writing. She communicates effectively and consistently shares her ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary. | | |

Math 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Natacha has shown understanding of concepts covered in class and eagerly accepts opportunities to challenge herself and extend her learning. A goal for Natacha is to be more precise in her work and carefully check for errors. | | |

Reading 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | M | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Natacha was able to identify text structures and compare and contrast information from texts. A goal for Natacha is to identifying the main idea and supporting details of a text and use this information in her summaries. | | |

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Natacha showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Natacha will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Natacha has shown understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Natacha independently researched and took notes for her ABC book. She used her notes to write a key word and details about her country. A goal for Natacha will be to organize her writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | E | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | M | |
| • Understands relationships between music, the arts, culture, and history | E | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a lovely student, but you are too often distracted. You have demonstrated excellent understanding and good work. Continue to work hard next semester with more focus and less talk.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Chivakreingkrai, Siriwat (Fluke)

Grade 4

December 18th, 2018

ID: 18300

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Fluke continues to be a model student. He is extremely respectful and hardworking. Fluke is very creative, a deep thinker, and actively participates in small group and class discussions. He is an absolute pleasure to have in class. Keep up the great work!

| Course Name | Teacher | Email |
|------------------------|-----------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jeeratantorn, Chidapa | chidapaj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 2 Absences: 9

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

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N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |

Comments: Fluke uses grade-appropriate language when speaking and writing. He communicates effectively and consistently shares his ideas. A goal for Fluke is to be mindful of grammar and conventions in his writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Fluke has shown solid understanding of concepts covered in class and eagerly accepts opportunities to challenge himself and extend his learning.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
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| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | M | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | E | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Fluke was able to write a summary, identify text structures, and compare and contrast information from nonfiction texts. A goal for Fluke is to identify the main idea and supporting details of a text.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Fluke showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Fluke will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: Fluke has shown understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: Fluke independently researched and took notes for his ABC book. He used his notes to write a key word and details about his country. A goal for Fluke will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | M | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | M | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
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| • Writing: Writes to communicate information in Thai | P | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | E | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | E | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a pleasure to have in class. I have been delighted by your participation in class: You have displayed exceptional understanding of the course content. Continue to work hard.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Jirasevijinda, Jaden

Grade 4

December 18th, 2018

ID: 17681

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Jaden continues to be a model student. He is extremely respectful and hardworking. Jaden is very creative, a deep thinker, and actively participates in small group and class discussions. He is an absolute pleasure to have in class, always being the first to volunteer to help anyone in need. Keep up the great work!

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 4 Absences: 8

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Jaden uses grade-appropriate language, conventions, and grammar when speaking and writing. He communicates effectively and consistently shares his ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary. | | |

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | P | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | P | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Jaden showed some understanding of the multiplication and division concepts covered in class but sometimes needed extra support. A goal for Jaden will be to solve multi-step problems accurately, particularly those involving multiplication and division. | | |

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | P | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | M | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Jaden was able to identify text structures as well as compare and contrast information from texts. Some goals for Jaden are to identify the main idea and supporting details of a text and use this information in his summaries. | | |

Science 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Jaden showed understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Jaden will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Jaden has shown understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Jaden independently researched and took notes for his ABC book. He used his notes to write a key word and details about his country. A goal for Jaden will be to organize his writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | M | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | E | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | M | |
| • Understands relationships between music, the arts, culture, and history | M | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | P | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | P | |
| • Participates in community service within the RIS community | M | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a lovely student, but you are too often distracted. You have demonstrated excellent understanding and good work. Continue to work hard next semester with more focus and less talk.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Kanchanamanee, Pannakorn (Shin)

Grade 4

December 18th, 2018

ID: 18468

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Shin continues to be a respectful and kind student in our class. His participation in small groups has increased but he often still needs prompting to share his thinking with the whole class. A goal for Shin is to continue working on decreasing his side conversations and making sure he is always focused and following directions.

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 10 Absences: 2

Student Services

LS

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | P | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | P | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | P | |

Comments: Shin has made some growth in using grade-appropriate language when speaking and writing. He shares his ideas in small groups but often struggles expressing them in a clear and organized way. A goal for Shin is to be mindful of conventions and grammar in his writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | B | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | B | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | B | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. With Learning Support, Shin was sometimes able to demonstrate his understanding of the concepts covered in class. A goal for Shin will be to solve multi-step problems accurately, particularly those involving multiplication and division.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | P | |
| • Recognizes and understands text structures | P | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | P | |
| • Compares and contrasts information from nonfiction texts | P | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | B | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | B | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. With Learning Support, Shin is progressing towards comprehending and demonstrating his understanding of nonfiction texts. A continued goal for Shin is to make sure he is checking in with himself while reading to make sure he is understanding the text and able to retell what he read.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Shin showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Shin will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | P | |
| • Culture: Understands concepts of culture and how that shapes societies | P | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | P | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: With Learning Support, Shin has shown some understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | P | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | P | |
| • Uses a variety of digital tools to produce and publish writing | P | |

Comments: With Learning Support, Shin researched and took notes for his ABC book. With much guidance, he used his notes to write some details about his country. A goal for Shin will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | B | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | B | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | M | |
| • Understands relationships between music, the arts, culture, and history | P | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | M | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a lovely student, but you are too often distracted. You have demonstrated excellent understanding and good work. Continue to work hard next semester with more focus and less talk.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Kasetsin, Kasidit (Putter)

Grade 4

December 18th, 2018

ID: 18293

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Putter continues to be an extremely kind and hardworking student. He has some great ideas and actively participates in small group and whole class discussions. Putter's focus continues to be an issue, often distracting him from his learning. I encourage Putter to be mindful of his attention during lessons, always making sure his hands are empty and giving his full attention to the speaker.

| Course Name | Teacher | Email |
|------------------------|-----------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jeeratantorn, Chidapa | chidapaj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 15 Absences: 5

Student Services

ELD

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | P | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | P | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | P | |

Comments: Putter has made some growth in using grade-appropriate language when speaking and writing. He consistently shares his ideas but sometimes struggles expressing them in a clear and organized way. A goal for Putter is to be mindful of conventions and grammar in his writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | P | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | P | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | P | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. With support to stay focused and complete his work carefully, Putter is capable of demonstrating some understanding of concepts learned in class. A goal for Putter will be to solve multi-step problems accurately, particularly those involving multiplication and division.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | B | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | P | |
| • Compares and contrasts information from nonfiction texts | P | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | B | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | P | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Putter is progressing towards comprehending and demonstrating his understanding of nonfiction texts. A continued goal for Putter is to make sure he is checking in with himself while reading to make sure he is understanding the text and able to retell what he read.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Putter showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Putter will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | P | |
| • Culture: Understands concepts of culture and how that shapes societies | P | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | P | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: Putter has shown some understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | P | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | P | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: With support, Putter researched and took notes for his ABC book. With guidance, he used his notes to write some details about his country. A goal for Putter will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | M | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | P | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | E | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a lovely student, but you are too often distracted. You have demonstrated good understanding and good work. Continue to work hard next semester with more focus and less talk.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Khamphusaen, Worarak (Bai Tong)

Grade 4

December 18th, 2018

ID: 11

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Bai Tong continues to be a very respectful and hardworking student. She is a model student in listening to and following directions. Bai Tong has increased her participation in small group settings but still needs prompting to share her thinking in whole class discussions. She has some strong understanding and great ideas that I would love to see her share with the class.

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
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| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 1 Absences: 1

Student Services

ELD

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | B | |
| • Uses grade-appropriate conventions and grammar | B | |
| • Acquires and correctly uses grade-appropriate vocabulary | B | |
| • Effectively engages in collaborative discussions within a group | P | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | B | |

Comments: Bai Tong is starting to use grade-appropriate language and conventions when speaking and writing. She is beginning to communicate effectively, and when prompted, she shares ideas in small groups. A goal for Bai Tong is to be mindful of grammar and conventions in her writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | P | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | P | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | P | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. With ELD language support, Bai Tong is capable of demonstrating some understanding of concepts learned in class. A continued goal for Bai Tong will be to increase her math vocabulary.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | B | |
| • Compares and contrasts characters, settings, and events in a story | B | |
| • Recognizes and understands text structures | B | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | B | |
| • Compares and contrasts information from nonfiction texts | B | |
| • Determines intended themes, lessons and purpose | B | |
| • Independently reads and comprehends grade-level texts | B | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | B | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Bai Tong did a great job of choosing nonfiction books at her level. A continued goal for Bai Tong is to read good-fit books in English every day and to check in with herself while reading to make sure she is understanding the text and is able to retell what she read.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Bai Tong showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Bai Tong will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | P | |
| • Culture: Understands concepts of culture and how that shapes societies | P | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | P | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: With ELD support, Bai Tong has shown some understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | P | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | P | |
| • Uses a variety of digital tools to produce and publish writing | P | |

Comments: With ELD support, Bai Tong researched and took notes for her ABC book. With much guidance, she used her notes to write some details about her country. A goal for Bai Tong will be to organize her writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | B | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | M | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Religion 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | E | |
| • Participates in community service within the RIS community | | |
| • Students develop an understanding of the Old and New Testament according to the Roman Catholic Tradition | P | |
| • Students develop an understanding of God as revealed through Scripture and the Tradition of the Roman Catholic Church | P | |
| • Students develop an understanding of prayer as gift, covenant, and communion with God | M | |
| • Students develop an understanding of the history, composition, and meaning of Sacraments | N | |
| • Students develop an understanding of Roman Catholic personal and social moral teaching | N | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Kongkiatsophon, Araya (Cen)

Grade 4

December 18th, 2018

ID: 18160

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Cen continues to be a model student. She is extremely respectful and hardworking. Cen is very creative, a deep thinker, and actively participates in small group and whole class discussions. She is an absolute pleasure to have in class. Keep up the great work!

| Course Name | Teacher | Email |
|------------------------|--------------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmcc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Religion 4 | Laurent, Lilibeth Aparis | maryl@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Kaewphet, Tien | tienk@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 1 Absences: 2

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | E | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | E | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |

Comments: Cen consistently uses grade-appropriate language, conventions, and grammar when speaking and writing, as well as challenges herself to include higher level vocabulary in her work. She communicates effectively and consistently shares her ideas.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | E | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | E | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | E | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Cen has shown a solid understanding of concepts presented in class, and will be offered opportunities to challenge herself and extend her learning.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | M | |
| • Independently reads and comprehends grade-level texts | E | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | E | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Cen was able to identify the main idea and supporting details of a text, as well as identify text structures in her summaries. She is able to independently read and comprehend texts above grade level.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Cen showed solid understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Cen will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | E | |
| • Culture: Understands concepts of culture and how that shapes societies | E | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | E | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: Cen has shown a solid understanding of geography and culture through class discussions and her ABC book. She even extended her learning and compared and contrasted the cultures of Thailand and Peru. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | E | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | E | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: Cen independently and effectively researched and took notes for her ABC book. She used her notes to write a key word and extensive details about her country. A goal for Cen will be to organize her writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | M | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | M | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | E | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | E | |
| • Understands relationships between music, the arts, culture, and history | E | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | M | |
| • Writing: Writes to communicate information in Thai | M | |
| • Watching/Listening: Watches / listens to and understands Thai | M | |
| • Speaking: Engages in conversations in Thai | M | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | E | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | E | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a pleasure to have in class. I have been delighted by your participation in class: You have displayed exceptional understanding of the course content. Continue to work hard.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Matei, Sara Ania (Sara)

Grade 4

ID: 17623

December 18th, 2018

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Sara continues to be a kind and helpful student in our classroom. She has made an obvious effort to decrease her blurting during lessons and raise her hand more. A goal for Sara is to make sure she is always using her independent class time effectively by staying focused and limiting her side conversations.

| Course Name | Teacher | Email |
|------------------------|---------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Sivaraks, Charunee | charunees@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 0 Absences: 0

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |

Comments: Sara uses grade-appropriate language when speaking and writing. She communicates effectively and shares her ideas. A goal for Sara is to be mindful of grammar and conventions in her writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | P | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | P | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | P | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Sara showed some understanding of the concepts covered in class but often needed extra support. A goal for Sara will be to solve multi-step problems accurately, particularly those involving multiplication and division.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | P | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | M | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | M | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Sara was able to compare and contrast information from texts and use text features to support her comprehension. Some goals for Sara are to identify the main idea and supporting details of a text and use this information in her summaries.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Sara showed understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Sara will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: Sara has shown understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: With some guidance, Sara researched and took notes for her ABC book. She used her notes to write a key word and details about her country. A goal for Sara will be to organize her writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | E | |

Comments:

RIS Elementary School

Semester 1 Report Card 2018-19



Mung-Guy, Chawin (Morning)

Grade 4

December 18th, 2018

ID: 17832

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix

Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Morning continues to be an extremely respectful and hard working student. He is always focused during lessons and independent work time and is a model student in listening to and following directions. Morning actively participates in small group discussions but a continued goal would be to increase his participation in whole class settings.

| Course Name | Teacher | Email |
|------------------------|--------------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Religion 4 | Laurent, Lilibeth Aparis | maryl@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 1 Absences: 4

Student Services

ELD

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Religion 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | E | |
| • Participates in community service within the RIS community | | |
| • Students develop an understanding of the Old and New Testament according to the Roman Catholic Tradition | P | |
| • Students develop an understanding of God as revealed through Scripture and the Tradition of the Roman Catholic Church | P | |
| • Students develop an understanding of prayer as gift, covenant, and communion with God | P | |
| • Students develop an understanding of the history, composition, and meaning of Sacraments | N | |
| • Students develop an understanding of Roman Catholic personal and social moral teaching | N | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | M | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | P | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | P | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |

Comments: Morning has made some growth in using grade-appropriate language when speaking and writing. He communicates effectively, and shares ideas in small groups. A goal for Morning is to be mindful of conventions and grammar in his writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | B | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | B | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | B | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. With extra support, Morning was sometimes able to demonstrate his understanding of the concepts covered in class. A goal for Morning will be to solve multi-step problems accurately, particularly those involving multiplication and division.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | P | |
| • Recognizes and understands text structures | P | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | P | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | P | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. With support, Morning was able to compare and contrast information from texts and use text features to support his comprehension. Some goals for Morning are to identify the main idea and supporting details of a text and use this information in his summaries.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Morning showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Morning will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | P | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | P | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: Morning has shown some understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: With some support, Morning researched and took notes for his ABC book. With guidance, he used his notes to write a key word and details about his country. A goal for Morning will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | B | |
| • Understands relationships between music, the arts, culture, and history | M | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. Thank you for exhibiting good values skills in class. I have been quite pleased by your very good participation. You have achieved and demonstrated good mastery and quality work. Keep it up!



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Nanthachaiporn, Shaluck (JJ)

Grade 4

December 18th, 2018

ID: 17933

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: JJ has done a great job of increasing his participation in small group and whole class discussions. He is also working very hard to stay focused and follow directions. I am very proud to see JJ decrease his side conversations and take ownership of his focus and learning. Keep up the great work!

| Course Name | Teacher | Email |
|------------------------|---------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Kaewphet, Tien | tienk@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 0 Absences: 1

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |

Comments: JJ has made great growth in using grade-appropriate language when speaking and writing. He communicates effectively, and shares his ideas. A goal for JJ is to be mindful of conventions and grammar in his writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. JJ has shown understanding of concepts covered in class. A goal for JJ is to be more precise in his models and calculations to decrease small errors.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | P | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | M | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. JJ was able to identify the main idea and supporting details of a text as well as compare and contrast information he read. A goal for JJ is to identify nonfiction text structures and use this information in his summaries of the text.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: JJ showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for JJ will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: JJ has shown understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: JJ independently researched and took notes for his ABC book. He used his notes to write a key word and details about his country. A goal for JJ will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | E | |
| • Understands relationships between music, the arts, culture, and history | P | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | P | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a lovely student, but you are too often distracted. You have demonstrated excellent understanding and good work. Continue to work hard next semester with more focus and less talk.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Pibulnakarintr, Sidhiboon (Aree)

Grade 4

December 18th, 2018

ID: 18779

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Aree continues to be a very kind and hardworking student. He is creative, a deep thinker, and actively participates in small group and class discussions. Continued goals for Aree are to work on his focus during lessons and activities, making sure to always have his head up and eyes on the speaker, as well as focus on decreasing his blurting by raising his hand when he wants to share something.

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 3 Absences: 1

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Aree uses grade-appropriate language, conventions, and grammar when speaking and writing. He communicates effectively and consistently shares his ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary. | | |

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | E | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Aree has shown a solid understanding of concepts presented in class, and will be offered opportunities to challenge himself and extend his learning. | | |

Reading 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | E | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Aree was able to write summaries of nonfiction texts as well as compare and contrast information he read. A goal for Aree is to identify the main idea and supporting details of a text. | | |

Science 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Aree showed solid understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Aree will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Aree has shown understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Aree independently researched and took notes for his ABC book. He used his notes to write a key word and details about his country. A goal for Aree will be to organize his writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | M | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | M | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. Thank you for exhibiting good values skills in class. I have been quite pleased by your very good participation. You have achieved and demonstrated good mastery and quality work. Keep it up!



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Prasattongsoth, Vichapol (Rocco)

Grade 4

December 18th, 2018

ID: 17549

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Rocco continues to be a hardworking student who always gives his best effort. He is very creative, a deep thinker, and actively participates in class discussions. Some continued goals for Rocco are to decrease his side conversations during lessons and independent work time and make sure he is always fully focused with eyes on the speaker.

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 1 Absences: 1

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Rocco uses grade-appropriate language, conventions, and grammar when speaking and writing. He communicates effectively and consistently shares his ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary. | | |

Math 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | E | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Rocco has shown a solid understanding of concepts presented in class, and will be offered opportunities to challenge himself and extend his learning. | | |

Reading 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | P | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | E | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Rocco was able to identifying the main idea and supporting details of a text, as well as the text structure, and use this information in his summaries. A goal for Rocco is to use more detail when explaining how text features help support his comprehension of the text. | | |

Science 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Rocco showed solid understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Rocco will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Rocco has shown understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Rocco independently and effectively researched and took notes for his ABC book. He used his notes to write a key word and details about his country. A goal for Rocco will be to organize his writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | B | |
| • Understands relationships between music, the arts, culture, and history | M | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | M | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. Thank you for exhibiting good values skills in class. I have been quite pleased by your very good participation. You have achieved and demonstrated good mastery and quality work. Keep it up!



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Pravitra, Nara Lee (Wind)

Grade 4

December 18th, 2018

ID: 18456

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Wind continues to be a hardworking student. He is very creative, a deep thinker, and actively participates in small group and class discussions. Wind is needing extra prompts to stay focused and stop his distracting behaviors. He needs to work on focusing on his own work and not distracting those around him.

| Course Name | Teacher | Email |
|------------------------|---------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Kaewphet, Tien | tienk@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 0 Absences: 1

Student Services

ELD

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | P | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | P | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | P | |

Comments: Wind has made some growth in using grade-appropriate language when speaking and writing. He consistently shares his ideas but sometimes struggles expressing them in a clear and organized way. A goal for Wind is to be mindful of conventions and grammar in his writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Wind has shown solid understanding of concepts covered in class and eagerly accepts opportunities to challenge himself and extend his learning.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | P | |
| • Recognizes and understands text structures | P | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | P | |
| • Compares and contrasts information from nonfiction texts | P | |
| • Determines intended themes, lessons and purpose | B | |
| • Independently reads and comprehends grade-level texts | P | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | P | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. With ELD support, Wind is progressing towards comprehending and demonstrating his understanding of nonfiction texts. A continued goal for Wind is to check in with himself while reading to make sure he is understanding the text and able to retell what he read.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Wind showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Wind will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: With ELD support, Wind has shown an understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | P | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | P | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: With ELD support, Wind researched and took notes for his ABC book. With guidance, he used his notes to write some details about his country. A goal for Wind will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | | |
| • Understands relationships between music, the arts, culture, and history | M | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | E | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | M | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. Thank you for exhibiting good values skills in class. I have been quite pleased by your very good participation. You have achieved and demonstrated good mastery and quality work. Keep it up!



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Ratthawekin, Pabhada (Jorm)

Grade 4

December 18th, 2018

ID: 18503

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Jorm continues to be is a very respectful, kind, and hardworking student. She is a model student in listening to and following directions. A continued goal for Jorm is to increase her participation during whole class discussions. She has some deep understanding and should feel confident in her thinking!

| Course Name | Teacher | Email |
|------------------------|-----------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jeeratantorn, Chidapa | chidapaj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 13 Absences: 5

Student Services

ELD

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Jorm uses grade-appropriate language, conventions, and grammar when speaking and writing. She communicates effectively and shares her ideas in small groups. A goal for Jorm is to share her ideas more readily in whole class discussions, as she often has a strong understanding of concepts. | | |

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Jorm has shown a solid understanding of concepts covered in class and is extremely precise and elaborate in her calculations and explanations. | | |

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | M | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | P | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Jorm was able to identify the main idea and supporting details of a text, as well as identify text structures in her summaries. | | |

Science 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Jorm showed understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Jorm will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Jorm has shown understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Jorm independently researched and took notes for her ABC book. She used her notes to write a key word and details about her country. A goal for Jorm will be to organize her writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | M | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | M | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | E | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | E | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a pleasure to have in class. I have been delighted by your participation in class: You have displayed exceptional understanding of the course content. Continue to work hard.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Smith, Jazmine (Jazzy)

Grade 4

December 18th, 2018

ID: 17447

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Jazzy continues to be a respectful and hardworking student. She is very creative, a deep thinker, and actively participates in small group and class discussions. A continued goal for Jazzy is to work on decreasing her side conversations during lessons and independent work time.

| Course Name | Teacher | Email |
|------------------------|-----------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jeeratantorn, Chidapa | chidapaj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 3 Absences: 7

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Jazzy uses grade-appropriate language, conventions, and grammar when speaking and writing. She communicates effectively and consistently shares her ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary. | | |

Math 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | P | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Jazzy has shown solid understanding of the multiplication and division concepts covered in class but needed extra support when identifying equivalent fractions. A goal for Jazzy will be to use the fraction models learned in class to help find equivalent fractions when adding and subtracting with unlike denominators. | | |

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | P | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | E | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Jazzy was able to identify the main idea and supporting details of a text, as well as the text structure, and use this information in her summaries. A goal for Jazzy is to use more detail when explaining how text features help support her comprehension of the text. | | |

Science 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Jazzy showed understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Jazzy will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Jazzy has shown understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Jazzy independently researched and took notes for her ABC book. She used her notes to write a key word and details about her country. A goal for Jazzy will be to organize her writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | M | |
| • Understands relationships between music, the arts, culture, and history | M | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a lovely student. Your grades are showing me that you are working, but it is inconsistent at times. I am sure that you are capable to do better. Do not be afraid to ask for help.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Sriintravanich, Praemai

Grade 4

December 18th, 2018

ID: 18775

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Praemai continues to be a very respectful, kind, and hardworking student. She has done a great job of increasing her participation during small group and whole class discussions. A continued goal for Praemai is to be aware of her focus during lessons and independent work time, making sure to always use her time wisely and be listening to and following directions.

| Course Name | Teacher | Email |
|------------------------|-----------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jeeratantorn, Chidapa | chidapaj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 11 Absences: 7

Student Services

ELD

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | P | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | P | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |

Comments: Praemai has made growth in using grade-appropriate language when speaking and writing. She communicates effectively, and when prompted, shares her ideas in small groups. A goal for Praemai is to be mindful of conventions and grammar in her writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | P | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | P | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. With ELD language support, Praemai is capable of demonstrating her understanding of most concepts covered in class. A continued goal for Praemai will be to increase her math vocabulary.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | P | |
| • Recognizes and understands text structures | P | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | P | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | P | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | M | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. With ELD support, Praemai is able to identify the main idea and supporting details of a text, as well as explain how text features help her comprehension. A goal for Praemai is to include important details and information in her summaries, as well as look for clues in the text to help her determine the text structure.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Praemai showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Praemai will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | P | |
| • Culture: Understands concepts of culture and how that shapes societies | P | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | P | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: With ELD support, Praemai has shown some understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | P | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | P | |
| • Uses a variety of digital tools to produce and publish writing | P | |

Comments: With ELD support, Praemai researched and took notes for her ABC book. With much guidance, she used her notes to write some details about her country. A goal for Praemai will be to organize her writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | P | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | P | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. Thank you for exhibiting good values skills in class. I have been quite pleased by your very good participation. You have achieved and demonstrated good mastery and quality work. Keep it up!



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Tontanavetkul, Pawat (Platty)

Grade 4

December 18th, 2018

ID: 18628

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Platty continues to be a kind student and actively participates in small group and class discussions and activities. I encourage Platty to work on focusing more in class by decreasing his side conversations and always making sure to listen to and follow directions. He needs to decrease his silly behaviors and blurting during class time.

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 10 Absences: 2

Student Services

LS

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | P | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | P | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | P | |

Comments: Platty has made growth in using grade-appropriate language when speaking and writing. He consistently shares his ideas but sometimes struggles expressing them in a clear and organized way. A goal for Platty is to be mindful of conventions and grammar in his writing.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | P | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | P | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | P | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. With Learning Support, Platty was able to demonstrate some understanding of the concepts covered in class. A goal for Platty will be to solve multi-step problems accurately, particularly those involving multiplication and division.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | P | |
| • Recognizes and understands text structures | P | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | P | |
| • Determines intended themes, lessons and purpose | B | |
| • Independently reads and comprehends grade-level texts | B | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | B | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Platty is able to use text features to help his comprehension. With Learning Support, Platty is progressing towards comprehending and demonstrating his understanding of nonfiction texts. A continued goal for Platty is to check in with himself while reading to make sure he is understanding the text and able to retell what he read.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Platty showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Platty will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | P | |
| • Culture: Understands concepts of culture and how that shapes societies | P | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | P | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: With Learning Support, Platty has shown some understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | P | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | P | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: With Learning Support, Platty researched and took notes for his ABC book. With much guidance, he used his notes to write some details about his country. A goal for Platty will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | B | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | P | |

Comments:

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | P | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | M | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. You are a lovely student. Your grades are showing me that you are working, but it is inconsistent at times. I am sure that you are capable to do better. Do not be afraid to ask for help.



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Udol, Praewpairum (Prae)

Grade 4

December 18th, 2018

ID: 18616

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Prae continues to be a very respectful and kind student. She takes ownership of her learning by checking in with an adult when she doesn't understand something. I encourage Prae to continue working on increasing her participation during small group and whole class discussions. I would also like to see her be more aware of her focus by always having her eyes on the speaker and listening to and following directions.

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 6 Absences: 5

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | P | |
| • Uses grade-appropriate conventions and grammar | P | |
| • Acquires and correctly uses grade-appropriate vocabulary | P | |
| • Effectively engages in collaborative discussions within a group | P | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | P | |
| Comments: Prae has made some growth in using grade-appropriate language when speaking and writing. She sometimes shares her ideas in small groups and often struggles expressing them in a clear and organized way. A goal for Prae is to be mindful of conventions and grammar in her writing. | | |

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | P | |
| • Uses a variety of strategies to solve problems | P | |
| • Solves problems accurately | P | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | P | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. With support to stay focused and complete her work carefully, Prae is capable of demonstrating some understanding of concepts learned in class. A goal for Prae will be to solve multi-step problems accurately, particularly those involving multiplication and division. | | |

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | P | |
| • Compares and contrasts characters, settings, and events in a story | P | |
| • Recognizes and understands text structures | B | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | P | |
| • Compares and contrasts information from nonfiction texts | P | |
| • Determines intended themes, lessons and purpose | P | |
| • Independently reads and comprehends grade-level texts | B | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | M | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Prae is progressing towards comprehending and demonstrating her understanding of nonfiction texts. A continued goal for Prae is to check in with herself while reading to make sure she is understanding the text and able to retell what she read. | | |

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | P | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Prae showed some understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Prae will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | P | |
| • Culture: Understands concepts of culture and how that shapes societies | P | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | P | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Prae has shown some understanding of geography and culture through class discussions and her ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Writing 4 | | |
| • Writes narrative texts | P | |
| • Writes opinion texts | N | |
| • Writes informational texts | P | |
| • Engages in the writing process, including revising and editing | P | |
| • Conducts research about a topic | P | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: With some support, Prae researched and took notes for her ABC book. With guidance, she used her notes to write some details about her country. A goal for Prae will be to organize her writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | P | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | B | |
| • Understands relationships between music, the arts, culture, and history | M | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | M | |
| • Understands how different cultural influences in society contribute to human behavior | M | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | M | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. Thank you for exhibiting good values skills in class. I have been quite pleased by your very good participation. You have achieved and demonstrated good mastery and quality work. Keep it up!



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School Semester 1 Report Card 2018-19



Umpujh, Pattarinee (Pinku)

Grade 4

December 18th, 2018

ID: 17557

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Pinku continues to be a model student. She is extremely respectful, hardworking, and always open to helping others. Pinku is very creative, a deep thinker, and actively participates in small group and class discussions. She is an absolute pleasure to have in class. Keep up the great work!

| Course Name | Teacher | Email |
|------------------------|---------------------|---------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Kaewphet, Tien | tienk@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 0 Absences: 2

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

P: Progressing – The student occasionally meets the grade level standard. The student is beginning to grasp and apply the key concepts, processes, and skills.

B: Below – The student does not meet the grade level standard. The student is experiencing difficulty in grasping and applying the key concepts, processes, and skills.

N: Not Assessed – This standard is not assessed during the semester.

Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |
| Comments: Pinku uses grade-appropriate language, conventions, and grammar when speaking and writing. She communicates effectively and consistently shares her ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary. | | |

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | P | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |
| Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Pinku has shown solid understanding of the multiplication and division concepts covered in class but needed some extra support when identifying equivalent fractions. A goal for Pinku will be to use the fraction models learned in class to help find equivalent fractions when adding and subtracting with unlike denominators. | | |

Reading 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | M | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | M | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | M | |
| Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Pinku was able to identify the main idea and supporting details of a text, as well as identify text structures in her summaries. | | |

Science 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |
| Comments: Pinku showed understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Pinku will be to develop and use appropriate scientific vocabulary. | | |

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | E | |
| • Culture: Understands concepts of culture and how that shapes societies | E | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | E | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |
| Comments: Pinku has shown a solid understanding of geography and culture through class discussions and her ABC book. She even extended her learning and compared and contrasted the cultures of Thailand and the Netherlands. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary. | | |

Writing 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |
| Comments: Pinku independently and effectively researched and took notes for her ABC book. She used her notes to write a key word and details about her country. A goal for Pinku will be to organize her writing in a five paragraph essay during our next biography writing unit. | | |

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | M | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |
| Comments: | | |

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | M | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | E | |
| Comments: | | |

PE 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Applies knowledge of movement in a physical activity setting | | |
| • Recognizes the value of participating in physical activity | | |
| • Exhibits responsible personal and social behavior | M | |
| • Demonstrates the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness | | |
| • Demonstrates competency in a variety of motor and manipulative skills | M | |

Comments:

Thai 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Reading: Reads to obtain and understand information in Thai | | |
| • Writing: Writes to communicate information in Thai | M | |
| • Watching/Listening: Watches / listens to and understands Thai | | |
| • Speaking: Engages in conversations in Thai | | |
| • Culture: Demonstrates understanding of Thai culture and appropriately applies understanding during cultural experiences | M | |

Comments:

Values 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Understands the nature of conflict, conflict resolution, cooperation, collaboration and interdependence among individuals, groups, communities and organizations | E | |
| • Understands how different cultural influences in society contribute to human behavior | E | |
| • Maintains and promotes social and personal health (physical, mental, emotional, and spiritual) | M | |
| • Participates in community service within the RIS community | E | |

Comments: ES Values grade 4, this first semester students have done the following learning themes and activities: “You I am”, “Peace Week”, “My Family” with a major project “Wedding Traditions in different countries”. Thank you for exhibiting good values skills in class. I have been quite pleased by your very good participation. You have achieved and demonstrated good mastery and quality work. Keep it up!



RUAMRUDEE INTERNATIONAL SCHOOL

RIS Elementary School
Semester 1 Report Card 2018-19



Uthaititpitak, Patthanan (Ouk)

Grade 4

December 18th, 2018

ID: 17591

Homeroom Teacher: Finn, Brianne Mikel

Principles of the Phoenix
Head, Hands, and Heart

RIS students are creative, open minded and critical thinkers. They are effective communicators and are collaborative and resourceful individuals; they embrace diversity. They are committed to leading happy and healthy lives and help others to do the same.

Comments: Ouk continues to be an extremely respectful and hardworking student. He is very creative, a deep thinker, and actively participates in small group and class discussions. A continued goal for Ouk is to be more aware of his focus during lessons by making sure he is actively listening to the speaker and always listening to and following directions.

| Course Name | Teacher | Email |
|------------------------|----------------------|----------------------|
| Art 4 | Banks, Lori Robin | lorib@rism.ac.th |
| Language Foundations 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Math 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Music 4 | McDonald, Kim | kimmc@rism.ac.th |
| PE 4 | Anaya, James | jamesa@rism.ac.th |
| Reading 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Science 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Social Studies 4 | Finn, Brianne Mikel | briannef@rism.ac.th |
| Thai 4 | Jittopars , Pimonwan | pimonwanj@rism.ac.th |
| Values 4 | Fernandez, Olivier | olivier@rism.ac.th |
| Writing 4 | Finn, Brianne Mikel | briannef@rism.ac.th |

Attendance Record

Tardies: 5 Absences: 7

Student Services

Evaluation Key

E: Exceeding – The student demonstrates and exceeds understanding of the grade-level standard. The student grasps, applies, and extends the key concepts, processes, and skills beyond grade level expectations.

M: Meeting – The student meets and demonstrates proficiency in the grade level standard. The student grasps and applies the key concepts, processes, and skills.

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Homeroom Teacher's Signature

Principal's Signature

Language Foundations 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Uses grade-appropriate language when speaking and writing | M | |
| • Uses grade-appropriate conventions and grammar | M | |
| • Acquires and correctly uses grade-appropriate vocabulary | M | |
| • Effectively engages in collaborative discussions within a group | M | |
| • Speaks clearly in an organized fashion with appropriate pace, volume, and expression | M | |

Comments: Ouk uses grade-appropriate language, conventions, and grammar when speaking and writing. He communicates effectively and shares his ideas. A goal for the coming semester will be to continue to acquire and correctly use grade-appropriate vocabulary.

Math 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Uses place value to add, subtract, multiply, and divide whole numbers | M | |
| • Uses a variety of strategies to solve problems | M | |
| • Solves problems accurately | M | |
| • Represents and interprets data | N | |
| • Demonstrates grade-level measurement skills and understanding | N | |
| • Categorizes and composes shapes based on lines and angles | N | |
| • Adds, subtracts, and multiplies fractions | M | |
| • Understands how decimals and fractions are related | N | |
| • Uses mathematical practices in class work and discussions | M | |

Comments: This quarter, students deepened their understanding of multiplication and division, and began to work with fractions. Ouk has shown solid understanding of concepts covered in class and eagerly accepts opportunities to challenge himself and extend his learning.

Reading 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Reading 4 | | |
| • Summarizes texts | M | |
| • Compares and contrasts characters, settings, and events in a story | M | |
| • Recognizes and understands text structures | M | |
| • Identifies main idea and details in nonfiction text | P | |
| • Uses text features to support comprehension | M | |
| • Compares and contrasts information from nonfiction texts | M | |
| • Determines intended themes, lessons and purpose | M | |
| • Independently reads and comprehends grade-level texts | M | |
| • Applies grade-level phonics and word analysis skills in decoding and comprehending words | E | |

Comments: This quarter, students developed strategies for comprehending, summarizing, and comparing nonfiction texts. Ouk was able to write summaries of these texts and compare and contrast the information he read. A goal for Ouk is to identify the main idea and supporting details of a nonfiction text.

Science 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Physical Science: Demonstrates understanding of the properties of magnetism and electricity | N | |
| • Earth and Space Science: Demonstrates understanding of properties of earth materials | N | |
| • Life Science: Demonstrates understanding of habitats, adaptations, and structures needed for survival in plants and animals | M | |
| • Uses scientific methods to work with and reason with data | M | |

Comments: Ouk showed understanding of the concepts covered in our Living Systems unit. Our next unit is Magnetism and Electricity. A goal for Ouk will be to develop and use appropriate scientific vocabulary.

Social Studies 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Geography: Understands concepts of mapping and the 5 themes of geography | M | |
| • Culture: Understands concepts of culture and how that shapes societies | M | |
| • Society and Identity: Understands social systems and structures and how these influence individuals | M | |
| • Production, Distribution, and Consumption: Understands basic economic principles | N | |

Comments: Ouk has shown understanding of geography and culture through class discussions and his ABC book. A goal for next semester, when we begin our business and entrepreneurship unit, will be to use complex thinking to develop a business plan, and continue to acquire and use academic vocabulary.

Writing 4 -

| Standards | S1 | S2 |
|--|----|----|
| • Writing 4 | | |
| • Writes narrative texts | M | |
| • Writes opinion texts | N | |
| • Writes informational texts | M | |
| • Engages in the writing process, including revising and editing | M | |
| • Conducts research about a topic | M | |
| • Uses a variety of digital tools to produce and publish writing | M | |

Comments: Ouk independently researched and took notes for his ABC book. He used his notes to write a key word and details about his country. A goal for Ouk will be to organize his writing in a five paragraph essay during our next biography writing unit.

Art 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Creating: Conceives and develops new artistic ideas & work | P | |
| • Connecting: Relates artistic ideas and works with personal meaning and external context | N | |
| • Presenting: Interprets and shares artistic work | M | |
| • Responding: Understands and evaluates how the arts convey meaning | N | |

Comments:

Music 4 -

| Standards | S1 | S2 |
|---|----|----|
| • Sings, plays, and creates a varied repertoire of music | P | |
| • Analyzes, evaluates, and responds to performances | N | |
| • Reads and plays music from traditional and nontraditional notation | P | |
| • Understands relationships between music, the arts, culture, and history | M | |

Comments: