**Marek's Lower Elementary Progress Report**

Child Name: Marek
Child Grade: 
Start Date - End Date: 9/14/2017 - 3/14/2018
Classroom: Aspen
Attendance: 6
Absent: 0

<table>
<thead>
<tr>
<th>I</th>
<th>P</th>
<th>M</th>
<th>W</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced</td>
<td>Practicing</td>
<td>Mastered</td>
<td>Work Needed</td>
<td>Non-applicable</td>
</tr>
</tbody>
</table>

**Math**

The Lower Elementary math curriculum provides students with materials that demonstrate process, allowing them to visualize math functions. Children learn how to perform operations in addition, subtraction, multiplication and division. The curriculum includes familiarization with linear counting such as patterns and skip counting and memorization of math facts. Fractions are also introduced in Lower Elementary, once again through a kinesthetic experience. When they are ready children are introduced to algebra and decimals. The study of geometry weaves itself throughout the math curriculum through the use of manipulatives.

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<tbody>
<tr>
<td>Place Value and Operations</td>
<td>Linear Counting</td>
<td>Memorization of Math Facts</td>
<td></td>
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</table>

**Comments:**

**Language**

Teaching language in the Lower Elementary classroom entails fundamental reading and writing skills. The reading and writing continuum at this developmental stage spans a phonetic experience with language that grows to conventional spelling and more advanced reading fluency and comprehension. The curriculum builds these skills with weekly word study and a grammar curriculum that once again provides concrete experiences to teach abstract concepts.

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<tbody>
<tr>
<td>Phonological Awareness</td>
<td>Phonics</td>
<td>Fluency</td>
<td>Comprehension</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Comments:

Cultural

This area of the classroom represents a key part of what the Lower Elementary students are focusing on. Developmentally crucial to an understanding of the world around them, the areas explored in cultural are science, history, and geography. This is a framework from which to study different groups of people. Fundamental needs are introduced in Lower Elementary, and become the lens through which we study all other groups of people. These studies are generally investigated through group discussion, field trips, research and presentation.

Comments:

Work Habits

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<tbody>
<tr>
<td></td>
<td>Expresses ideas clearly</td>
<td>Uses time effectively</td>
<td>Perseverses with challenging tasks</td>
<td>Strives for accuracy</td>
<td>Participates in discussions and lessons</td>
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P.E.

1. Below expectations
2. Meets expectations
3. Exceeds expectations

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<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation</td>
<td>Attitude / Sportsmanship</td>
<td>Listens &amp; follows directions</td>
</tr>
</tbody>
</table>

Spanish

<table>
<thead>
<tr>
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<th>1</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Participation</td>
<td>Listens &amp; follows directions</td>
<td>Conversation skills</td>
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Music
Learner Outcomes

Independence
Is the student able to choose their work, apply energy to that work, complete it to a personal criterion of completion? Does the student learn through errors encountered in use of the self-correcting materials? Is the student able to seek help?

Observations:

Confidence & Competence
Is the student's self-perceived successes far more numerous than their self-perceived failures? Is the student capable of self-correcting work upon observation, reflection, or discussion? Can the student manage the available array of tasks and activities with a clear sense of purpose?

Observations:

Autonomy
Is the student able to hone their collaboration, cooperation, and negotiation skills in working through choices of work partners? Can the student accept or reject inclusion in another student's work or work group with equanimity?

Observations:

Intrinsic Motivation
Is the student drawn to continue working for the apparent pure pleasure of doing so? Does the student once having achieved a particular competence, show confidence in accomplishments by showing others?

Observations:

Social Responsibility
Social responsibility develops from the student's willful adherence to and enforcement of ground rules. Does the student attain independence and autonomy and, at the same time, develop social responsibility?

Observations:

Academic Preparation
In Montessori education, students learn to learn by doing. Academic preparation entails activation and cultivation of inherent powers and processes through which the learner becomes a supplier of meanings or of things meaningfully-known.

Observations:
Spiritual Awareness/Cosmic Education

Montessori's distinctive notion of the child as a "spiritual embryo" encompassed her key principle that the growing human being is not simply a biological or psychological entity, but a spiritual energy seeking expression in the form of a human body within the physical and natural world.

Observations:

Global Citizenship

Is the student acquiring an understanding of the natural world and of the necessity to cherish it, respect it, sustain it, and to live harmoniously within it?

Observations: