



STUDENT

Artemisia

LEVEL

Upper Elementary

GUIDES

Maria & Mario

COMMUNITY

Sequoia

This report follows the child across a full cycle of work this term — intellectual reach, role in the community, and the person they are becoming. It is written to be read together, child and family.

THE WHOLE CHILD

A narrative of the term

Artemisia has stepped fully into the second plane this term. Where last year she waited for an invitation, she now arrives with questions of her own — and she chases them. Her Great Lessons work on the coming of humans opened into a self-directed study of early tool-making that ran for nearly three weeks, pulling in geometry, timeline work, and a remarkable clay reconstruction she insisted on getting right.

What stands out most is her growing sense of justice and fairness, so characteristic of this age. She has become a steadying presence in the community — the child who notices when a younger student is left out of a project and quietly makes room. Her Going Out to the natural history museum, which she planned and telephoned for herself, was a turning point in her confidence.

Our work with Artemisia this term is to help her hold her high standards a little more lightly. She sets the bar for her own work higher than we do, and can be hard on herself when a first attempt falls short. We are naming, out loud and often, that the draft is the work — that revision is not failure but the whole point.

“I want to know how they knew that. Where’s the proof?” — Artemisia, during a seminar on early astronomy

ACROSS THE CURRICULUM

Areas of study

Growth is shown developmentally — Emerging · Developing · Practiced · Secure — alongside the guide’s narrative, never as a grade.

Language

● ● ● ● SECURE

Focus this term. Persuasive and research writing; grammar box analysis.

Artemisia writes with real voice and increasing structure. Her research report on cephalopods moved from notes to organized draft to a revised final piece with citations — a full arc she carried with growing independence. Sentence analysis is secure; she now enjoys the puzzle of it.

Mathematics

● ● ● ● PRACTICED

Focus this term. Fractions, decimal operations, and the passage to abstraction.

Fraction operations are secure with materials and increasingly abstract on paper. Artemisia is in the productive middle of the passage to abstraction in long division — she reaches for the material when she wants certainty and leaves it when confident. Exactly where she should be.

Geometry

● ● ● ● PRACTICED

Focus this term. Congruence, similarity, and area of polygons.

Strong intuitive grasp of equivalence; she discovered the area relationships between triangles and rectangles largely on her own and was delighted to formalize what she had felt.

History & Cosmic Education

● ● ● ● SECURE

Focus this term. The Great Lessons; timeline of humans; early civilizations.

This is Artemisia's home. The fundamental-needs-of-humans study anchored her term. She thinks in long time and connects readily across disciplines — the hallmark of cosmic education taking root.

Biology & Science

● ● ● ● DEVELOPING

Focus this term. Classification; the experimental method; local ecology.

Eager and observant in the field; still building patience for the discipline of a controlled experiment. Her museum Going Out has sparked a genuine interest in classification we will follow.

The Arts & Practical Life

● ● ● ● SECURE

Focus this term. Clay, drawing from observation, and care of the community.

Artemisia's hands are skilled and her eye is patient. She takes real responsibility for the running of the classroom and mentors younger children in food preparation without being asked.

WORK HABITS & SOCIAL DEVELOPMENT

Executive function and community life

Artemisia plans her week with a work journal and largely keeps to it, though her enthusiasm for a chosen study can pull her off plan — a good problem, and one we are helping her manage rather than suppress. She initiates her own work, sustains long concentration, and returns to difficult tasks after a break.

Socially, she is generous and increasingly diplomatic. Her collaboration on group projects has matured from doing-it-herself to genuinely delegating and trusting peers. She is ready for more formal leadership roles in the community next term.

LOOKING AHEAD

Goals & next steps

- Continue the passage to abstraction in division and begin work with multiples and factors.
- Practice treating first drafts as drafts — one deliberately imperfect quick-write per week.
- Take on a standing community responsibility (library or seed-starting) to grow formal leadership.
- Design and carry out one controlled experiment start to finish this winter.

GUIDE SIGNATURE & DATE

PARENT / GUARDIAN SIGNATURE & DATE