



Progress Report 2015-2016

Mid-Semester 2

Delfina Esponda
8620 Bournemouth Drive
Raleigh, NC 27615-2008

Grade: **12**
Advisor: David Kates

Course	Teacher	Mid-Semester 2
Journ./Online News (spring)	Helen Velk	A
English IV Philosophy in Lit.	Kevin Flinn	A-
French I	Daniel Teitelbaum	A-
Drama (spring)	Jason Sharp	A+
Drawing/Painting (spring)	Joyce Phillip	A-
Stagecraft (spring)	Russell Vacanti	A
Global Issues II	Jessica Yonzon	A
Absent		0
Late		0

Journ./Online News (spring)

Teacher: **Mrs. Velk**

	Mid-Semester 2
Grade	A
Academic Engagement and Motivation	4
Academic and Emotional Growth	4
Class Contributions and Collaboration	4

Welcome to Ravenscroft and *Nevarmore Online*, Delfi! You fit right into our classroom and managed to produce an entertaining, light-hearted feature with your first video project. The concept of just approaching random people and speaking Spanish to see their response was a unique idea. Deciding to add the "ticker" so the viewer could follow along if they did not speak Spanish was wonderful. And, just walking into a Spanish class was a perfect way to end the clip. Keep up the good work, Delfi!

English IV Philosophy in Lit.Teacher: **Mr. Flinn****Mid-Semester 2**

Grade	A-
Academic Engagement and Motivation	4
Academic and Emotional Growth	3
Class Contributions and Collaboration	3

During the first interim period of the second semester, the English IV: Philosophy in Literature class has been examining texts—The Stranger, The Metamorphosis, and Hamlet—and focusing on existential questions and concerns (What does it mean to be human? How free and responsible are we? What is the meaning of life?). During the second half of this semester-long course, we'll finish Hamlet and read its counterpart *Rosencrantz & Guildenstern Are Dead* and finish by delving into Eastern thought in *Siddhartha* and *Franny & Zooey*.

It's been a pleasure teaching Delfina so far this semester, as she's proven herself a valuable member of our class and the Ravenscroft community. The highlights of her first interim period are her excellent quiz averages (93% on bi-weekly vocabulary quizzes and 97% on daily reading quizzes) which speak to her fortitude and diligence; she should be very proud of the results. It's clear that Delfina has settled in and integrated herself well. I commend her for her strong efforts and look forward to more good work from her the rest of the semester!

French ITeacher: **Mr. Teitelbaum****Mid-Semester 2**

Grade	A-
Academic Engagement and Motivation	4
Academic and Emotional Growth	4
Class Contributions and Collaboration	4

Delfina's overall performance in French I this semester has been very good. Since she has studied some French prior to coming to Ravenscroft, in addition to her proficiency in Spanish, she is well prepared to take on another language. She has done very well on graded assessments and she demonstrates strong skills in reading, writing, listening and speaking. I am pleased that she has joined our community and she has integrated very well to the class.

Delfina displays a strong grasp of all concepts presented in the course. She will ask clarifying questions, but this is a rare occurrence. She employs good study habits and time management. I was pleased with her presentation on the "Musée du Louvre" with her partner. She has chosen "le Maroc" (Morocco) as the topic of her final project presentation. I look forward to seeing this.

Delfina displays a facility in applying prior knowledge and language skill to new and different situations. She is adept at creating in the target language (even for a novice) in all modes of communication. She is certainly a student to be emulated.

In any given situation, Delfina works very well with her classmates: in partners, small or large group, she participates actively and makes positive and substantial contributions. I am impressed by her mature and responsible comportment in class.

My only recommendation to Delfina is simply to continue working, studying, and participating the way she does currently. I have observed a strong work ethic on her part. It is just a pity that she will only be here for such a short period of time.

Drama (spring)Teacher: **Mr. Sharp**

	Mid-Semester 2
Grade	A+
Academic Engagement and Motivation	4
Academic and Emotional Growth	4
Class Contributions and Collaboration	4

Delfi is an exceptional student and lovely young lady to have in class. Her work thus far has been consistently strong and an example for her peers. Her scene was perfectly memorized, well articulated, and well supported. In addition to her academic prowess, Delfi is insightful and willing to make strong acting choices. My only advice for the remainder of the year would be for her to continue on the path she is blazing!

Drawing/Painting (spring)Teacher: **Ms. Phillip**

	Mid-Semester 2
Grade	A-
Academic Engagement and Motivation	4
Academic and Emotional Growth	4
Class Contributions and Collaboration	4

In Drawing and Painting Class the students completed 4 small studies in pencil that lead to the completion of a larger marker drawing. The 18"x24" marker drawing was an observational study of a still life set-up in class of colored glass and drapery. Students were instructed to use a variety line techniques to describe forms and create backgrounds with decorative and expressive mark making. We also had a visiting artist who worked with the students on line drawings of the figure. Students worked with a tennis ball dipped in ink to give create a bold mark for quick gesture studies of the human figure. Students posed for each other during this exercise.

Delfina is a pleasure to have in class. She works diligently on her projects in class. She has carefully tested her markers and come up with some wonderful techniques. Unfortunately she could not come up with a background pattern for her last drawing. The work she is currently doing on her book assignment is coming along nicely. I look forward to her work as she continues in this class. Good work Delfina!

Stagecraft (spring)Teacher: **Mr. Vacanti**

	Mid-Semester 2
Grade	A
Academic Engagement and Motivation	4
Academic and Emotional Growth	4
Class Contributions and Collaboration	4

Stagecraft and Advanced stagecraft are drama classes which seek to instill a set of skills in its students that allows them to become productive participants in any staged production in any theatre. We seek to give them a working knowledge of the stage and theatrical productions in general. Specifically we aim to provide the student with skills in working with their hands, making and following written instructions, proper building habits, consistent use of proper methods in building and play production, and understanding concepts in light and set design. A good deal of class time is spent in the scene shop building and preparing all of the elements used in the school's various staged productions. However there is increased study of the design concepts involved in the theatre. The shop work or "building stuff" accounts for the class participation grade. The rest of the grades; homework, quizzes, and projects reflect the design aspects. Design will gain increasing importance during the second quarter of the semester.

Definahas performed well this quarter despite coming late to the class. She exhibits some fine qualities such as being collaborative and empathetic She works well in a group and considers everyone's ideas. I would like to see her work on becoming more consistently motivated, growth-minded and proactive in taking a leadership role on class projects.

Global Issues IITeacher: **Ms. Yonzon**

	Mid-Semester 2
Grade	A
Academic Engagement and Motivation	4
Academic and Emotional Growth	3
Class Contributions and Collaboration	3

Average on Class participation/ discussion = 85 (B)

Average on Projects = 95.3 (A)

Delfina is engaged in class, and she is motivated to do well. Her efforts have clearly paid off on projects, which are very detailed and thoroughly researched. However, Delfina can improve her participation during discussions. At the beginning of each unit, students are given a reading packet to prepare for class discussion. Students are graded on their level of preparation, participation, leadership, and focus. Although Delfina is focused, she could do more in other areas. I understand that speaking in class comes more naturally to some than others. That is why I give students reading material with guided questions well ahead of time so that they can prepare for the discussions. Delfina can also write down her discussion points on a piece of paper, so she can refer to them in class. I would be happy to discuss other strategies with her. I am looking forward to working with her in the second half of the semester.