



NEWSLETTER

The Skill That Matters More Than IQ

All parents want their children to do well in school. I am no exception. As a parent of three, I've observed a consistent pattern in how students learn. Those who can quickly identify what they don't understand—even after a brief study session—and focus on those gaps consistently outperform students who study for hours without that awareness. The latter often waste time reviewing material they already know, mistaking effort for progress.

So what truly separates students who excel academically from those who struggle? Many assume the answer is intelligence, or IQ. IQ does influence how we process information. Research, however, points to a more decisive factor: metacognitive ability. Metacognition is the ability to monitor and evaluate one's own thinking—to clearly distinguish between what you know and what you don't. High-achieving students can pinpoint their gaps with precision. Struggling students often cannot. This difference explains why self-directed learning depends so heavily on metacognition. It is the mind turning inward to examine itself.

A revealing experiment, featured on a Korean television program, illustrates this point. Researchers compared 800 students from the top 0.1 percent with 700 average students, examining IQ, memory, family income, and parents' educational backgrounds. No meaningful differences appeared. They then measured metacognitive ability. Students were given limited time to memorize dozens of unrelated words. Before recalling them, students predicted how many words they would remember. Both groups recalled a similar number of words. The difference lay in prediction accuracy. Top students recalled almost exactly the number they had predicted. Average students showed large gaps between expectation and performance. The strongest distinction was metacognitive awareness.

This raises an important question: Is metacognition innate, or can it be developed? The answer is encouraging. Metacognition can be trained. It is less a body of knowledge than a habit—one strengthened through reflection and intentional questioning. A simple strategy makes a meaningful difference. Before studying, ask students to predict their performance and identify difficult sections. After studying or testing, have them compare predictions with results and reflect on what they would change next time. This cycle—prediction, evaluation, adjustment—builds metacognitive skill.

How adults respond to mistakes matters just as much. Instead of focusing on errors, ask questions like, "Which part did you think you understood?" or "When did you realize you were confused?" When students articulate their thinking, their thoughts become visible to them. Small changes at home can produce large results. Replace "Did you finish studying?" with "What was the hardest part today?" or "What would you do differently next time?" These questions guide reflection rather than defensiveness.

In the end, academic success depends less on time spent studying than on the ability to accurately judge one's own understanding. When families and schools cultivate this skill, students learn more efficiently and grow more independent. Academic success is shaped less by intelligence than by direction. And the compass that sets that direction is metacognition.

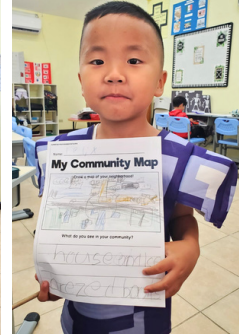
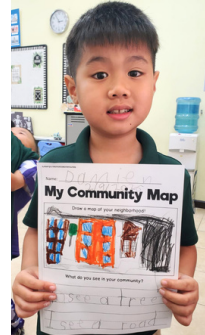


Yeon Ho Song
Principal

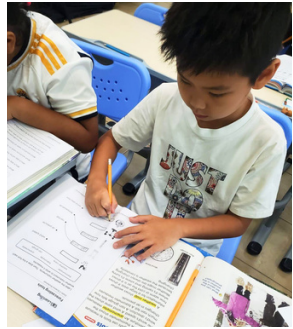




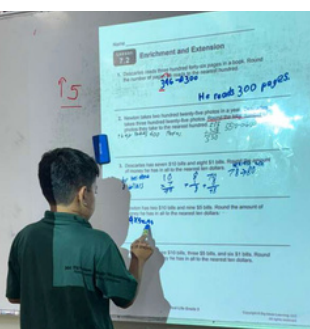
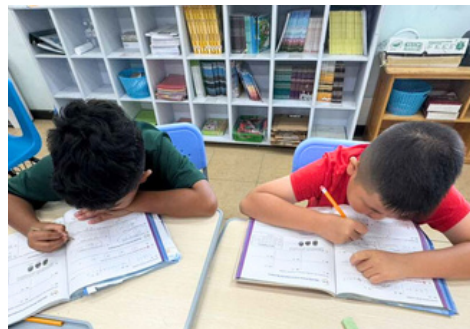
Kindergarten - Left to right: Learning the sense of smell, painting triangles in Art class, and reading their selected books during D.E.A.R time.



1st Grade - Left to right: Retelling the story of Noah's Ark by creating Arks and pairing animals two by two; and learning about communities in Social Studies.



2nd Grade - Left to right: Building vocabulary by classifying words, learning about different weather tools, fun crafts during Art class, and learning how to read musical notes.



3rd & 4th Grade - Left to right: Team teaching for Math review, using games to reinforce Math lessons, and creating Bible artwork of King Solomon and the two mothers.



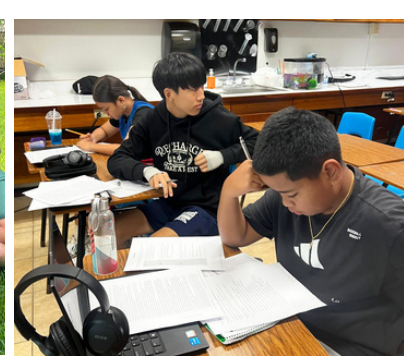
5th & 6th Grade - Left to right: Performing a skit based on a parable they created, promoting creativity, teamwork, and learning through fun performances.

Love is
PATIENT
 Love is
KIND
 It does not
ENVY
 It does not
BOAST
 It is not
PROUD

1 Corinthians 13:4

February Birthdays

- | | |
|--------------------------|-----------|
| Luka Raymond | 8 |
| Constancia Blanco | 13 |
| Chenica Alcantara | 14 |
| Aven Taitano | 26 |
| Zoey Xu | 26 |
| Jesse John Torres | 27 |



7th & 8th Grade – Left to right: Preparing for Spirit Week, learning vocabulary words during outdoor Language Arts class, and working on a plot based on Mozart reading.

GO TEAM SPIRIT WEEK



Day 1 - Main Character Monday



Day 2 - Sports Day



Day 3 - Wacky Wednesday



Day 4 - Dress To Impress



Dates to Know

Friday, February 13

Elementary Outdoor School

-Pau Pau Beach Drop off & Pick Up

-No After School Care

Monday, February 16

No School

President's Day

Tuesday, February 17

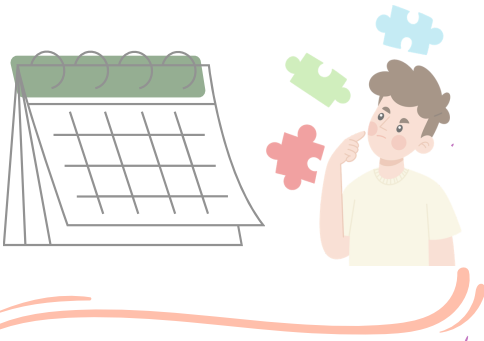
Penny Wars Start

Friday, February 27

Professional Development Day

-CDC: Early Pick Up 12:30 pm

-Elementary: No After School



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Saipan Seventh-day Adventist School



saipansdaschool



Saipan SDA School



www.saipansdaschool.org



Child Development Center



Toddlers – Left to right: Learning the letter B and having fun doing movement exercise.



Preschool – Left to right: Our little scientists are using flashlight to explore and compare transparent and opaque objects; and enjoying an interactive discussion exploring the concepts of over and under.



Pre-Kindergarten – Left to right: Playing with bean bags as they determine whether the object has the same or different beginning sound; and learning about transparent and opaque objects.

After School Academy



Games

Art

Indoor Play



Music

Gardening