

**Progress and Growth of Student 7****French 7)**

Chris has proven to be a considerate classmate over the past school year. Chris has consistently shown a good work ethic, ensuring effort is put into his assignments and classroom activities. Chris comes to class prepared, both in terms of materials and mindset. I appreciate Chris's willingness to take risks during perceived difficult tasks and ask for help when needed. He shows good organization of his materials and binder, usually handing in assignments in on time. Throughout the year, Chris has engaged with classmates in a respectful manner, which has been appreciated by both peers and adults alike. It has been a delight having him in our class. I wish Chris great success in grade 8. Wonderful work! Chris is assigned to Grade 8.

The Self-Reflection on the Core Competencies and student Goal Setting can be found in the student's digital portfolio.

**English Language Arts 7****Proficiency Level (Final) DEV****CURRICULAR COMPETENCIES:**

- Recognize and appreciate how different features, forms, and genres of text reflect different purposes, audiences, and messages.
- Recognize how language constructs personal, social, and cultural identity
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
- Select and use appropriate features, forms, and genres according to audience, purpose, and message

In term 3, our class focused on developing our unique voice through responses to a variety of topics, including current events. Students had the opportunity to work individually and in groups to develop succinct and educated opinions to inform their points of view. After engaging as listeners to a variety of short stories, students also had the chance to author their own short stories, paying attention to character development, plot, and mood. Other activities this term include reading current event articles and showing comprehension and opinions through a variety of written activities.

Throughout the year, Chris has demonstrated developing understanding in Language Arts. In reading, Chris continues to struggle with comprehension of the text. Translation software, when needed, has been a helpful tool for Chris to understand more complex texts. Chris receives specific scaffolds including explicitly modeling reading strategies that help in the comprehension of grade level text. In writing, Chris is developing. When revising his drafts, he makes an attempt to improve the clarity of his work and will edit for grammar and word choice when prompted. Chris is developing more confidence in using different sentence structures that highlight and help create interest for the reader. He prefers to use graphic organizers to organize his thinking. During class debates, Chris works well in both small and large groups. He listens well to other perspectives but can be hesitant to vocalize his ideas. While learning about First Peoples, he recognizes that storytelling has played an important role in conveying values and beliefs between generations.

The classroom teacher and ELL teacher are working collaboratively to build Chris's language acquisition skills. For more information about his ELL progress, please see the ELL progress report which details the English language development.

**Mathematics 7****Proficiency Level (Final) EXT****CURRICULAR COMPETENCIES:**

- Use logic and patterns to solve puzzles and games
- Use tools or technology to explore and create patterns and relationships, and test conjectures
- Model mathematics in contextual experiences
- Explain and justify mathematical ideas and decisions
- Communicate mathematical thinking in many ways

In term 3, students explored a variety of units, including statistics and probability, finding the area and circumference of different shapes, analyzing and plotting using the Cartesian Plane, and solving mathematical problems using variables in equations. With access to various tools, including multiplication charts, calculators, etc., students participated in a variety of activities to show their learning in different ways. For instance, during our statistics and probability unit, students used their learning to make connections to our Canadian Census. Over the course of the year, Chris has shown impressive numeracy skills. Chris is consistently willing to use his learning to engage in extension activities within the concept. Chris is able to explain his mathematical reasoning to justify his answers to solve increasingly complex mathematical problems. Chris also takes the time to review answers to questions and looks over his work to ensure his calculations are accurate.

**Science 7****Proficiency Level (Final) PRF****Curricular Competencies:**

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest.
- Make observations aimed at identifying their own questions about the natural world.
- Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate.

Chris demonstrated a proficient understanding of all concepts in Science this year. He was able to explain and elaborate on all concepts covered in our units on Electricity, Atoms and Earth Science. In the final term, students included a study on the classification of common minerals and rocks. Students then learned about the Rock Cycle and the earth's structure. Next, we looked at common geological structures and how strata of rock are dated. We completed the term with a study of geological time and natural disasters.

**Socials 7****Proficiency Level (Final) PRF****Curricular Competencies:**

- Make ethical judgements about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgement)
- Determine which causes most influenced decisions, actions, or events and assess their short- and long-term consequences (cause and consequence)

In term 3 our Social Studies unit focused on the ideas, people, and events that impacted the globalization and modernization of our world. Students had a chance to explore how various advancements in technology changed the course of history and ultimately defined the world we live in today. Over the year, using technology, Chris was able to explore interactions between past civilizations, identifying and describing the consequences of a given past event or decisions. Additionally, Chris was able to apply this learning to make reasonable and educated predictions on how our current actions may impact future generations.

**French 7****Proficiency Level (Final) DEV**

## Curricular Competencies:

- Express themselves and comprehend others through various modes of presentation
- Follow instructions to complete a task

Example of  
Insufficient  
Evidence in  
earlier terms

This year, students interacted with the French language and practiced using new vocabulary, grammar, and pronunciation through repetition and active engagement. Students completed different tasks through the use of Duo Lingo, an online platform targeting the level of each unique student. Chris's engagement and participation in French has been limited this year, particularly in the third term. This term, Chris struggled to engage in classroom conversations and produced limited evidence of his learning within the French Curriculum. As a result, the proficiency level provided here reflects Chris's learning and growth based on the evidence that has been collected since the beginning of the school year.

**Physical and Health Education 7****Proficiency Level (Final) PRF**

## Curricular Competencies:

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Develop and demonstrate safety, fair play, and leadership in physical activities

In term 3, students engaged in various different physical education units, including cooperative games, baseball, track and field, and basketball. In each unit, students learned specific cues and movements related to each sport/game and was given opportunities to develop these skills over time. Chris takes all feedback well and is willing to make adjustments to movements, leading to great skill development. Chris consistently displays fair play and leadership when engaged in physical activities; he is reliable as a team player.

**Arts Education 7****Proficiency Level (Final) PRF**

## Curricular Competencies:

- Take creative risks to express feelings, ideas, and experiences
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Interpret and communicate ideas using symbols and elements to express meaning through the arts

This year, students engaged in a variety of art and design projects. Students had the opportunity to work collaboratively and individually to create posters related to our Character Strong program, as well as for Earth Day awareness. We focused on conveying our message through different forms of art. Chris confidently expressed his opinions and ideas artistically throughout the year. Chris takes care to select images and designs his art pieces mindfully to best convey his underlying message.

**Arts Education 7 MUSIC****Proficiency Level (Final) PRF**

## Curricular Competencies:

- Taking creative risks to express feelings, ideas and experiences
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

In Music 7, Chris expanded the skills learned in Music 6 including: instrumental and vocal music, guitar chords, finger picking technique, and basic music theory. In Music 7, the class begin to augment their guitar ensembles with other accompaniment instruments such as the bass, percussion instruments, and the drum kit.

**Career Education 7****Proficiency Level (Final) PRF****Curricular Competencies:**

- Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
- Demonstrate leadership skills through collaborative activities in the school and community

Over the year, our class engaged in daily class circles in which students engaged in conversations and activities related to conflict resolution and peer leadership. Students were offered opportunities to share connections with others relating to relationship conflict and brainstormed to find positive, healthy solutions through a restorative lens. Chris was able to respect the needs and space of others sharing. He often chose to not share his thoughts with the whole group. Rather, he preferred to communicate his thoughts and feelings to the teacher directly. Chris shows a willingness to engage in peaceful resolutions when 1:1 with a peer.

**Applied Design Skills and Technology 2****Proficiency Level (Final) PRF****Curricular Competencies:**

- Choose a design opportunity
- Identify and use appropriate tools, technologies, and materials for production
- Make a plan for production that includes key stages, and carry it out, making changes as needed
- Use materials in ways that minimize waste

This term in ADST, students participated in different challenges to foster both critical and creative thinking skills. Using Human Centered Design Thinking, students participated in a buoyancy challenge, creating boats with the goal of holding as much weight load as possible. Students also participated in a marshmallow/pasta building challenge with the aim of creating the tallest structurally sound tower. In each of these challenges, Chris was able to use materials and tools in an effective way. He was consistently willing to make changes to his designs and was ultimately successful in both challenges. In various subjects over the year, Chris was also able to successfully use a variety of digital platforms to demonstrate his learning (PowerPoint, iMovie, Explain Everything) and showed understanding of safe digital literacy when using the internet.

**Ways to Support at Home**

- Encourage your child to read 20 minutes each day.
- Expand the possibilities for Chris's mathematical thinking by encouraging him to create or explore challenging mathematical problems, such as logic puzzles or building models
- Encourage Chris to explore local opportunities such as visiting outdoor parks, the local library, and encourage participation in sports and art activities with peers.
- Support Chris in establishing a daily routine, including daily activity and encourage good sleeping habits over the course of the summer break.

**Attendance Record HERE**