**Learning Update**

**Descriptive Feedback for Comments**

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Description automatically generated

**IE**

Overall, (student) is demonstrating **I**nsufficient **E**vidence of Learning.

* Frequent absences have limited (student’s) ability to show evidence of learning in relation to the Learning Standards of this course.
* (Student) is at risk of failing this course if action to demonstrate learning is not taken.
* A proposed plan of action to help (student) provide evidence of learning is attached to this report. Please make an appointment with teacher to review or make changes to this plan immediately.

**English [ ]**

**Emerging**

Overall, (student) has demonstrated Emerging understanding of the Learning Standards of English [ ].

* With guidance, can listen and respond to questions posed by teacher.
* Is beginning to express reactions and opinions.
* Is encouraged to work with teacher to develop awareness of self as learner and to talk about successes and challenges in learning.
* Working with teacher to develop self-management strategies that help with attention and learning.

**Developing**

Overall, (student) has demonstrated Developing understanding of the Learning Standards of English [ ].

* In familiar situations, (student) can listen and respond to questions posed by teacher and peers.
* Can use simple sentences and is learning to spot sentence fragments and run-ons in their writing.
* Can continue to use teacher’s feedback on how to develop a coherent paragraph with a clear conclusion.
* (Student) is respectful of others and the school environment. Can work to speak up more often and to contribute more to class discussion.

**Proficient**

Overall, (student) has demonstrated Developing understanding of the Learning Standards of English [ ].

* Can express an opinion and support it with credible evidence.
* Writes well - varies sentence structure for fluency and voice.
* (student) enjoyed learning about our two concept albums this term and was able to think critically, creatively, and reflectively to explore ideas within, between, and beyond them.
* Can continue to use teacher’s feedback to set goals, self-assess, and develop other metacognitive strategies to help with the writing process.

**Extending**

Overall, (student) has demonstrated Extending understanding of the Learning Standards of English [ ].

* Expresses opinions and supports them with evidence in a variety of forms and genres.
* Asks for opportunities to apply teacher’s feedback to refine text and improve effectiveness and impact.
* Excellent writer - has a sophisticated sense of audience and a keen ability to manipulate features of language, such as diction and tone, to impact that audience.
* Can continue to ask questions and take opportunities to apply feedback for growth as a writer and thinker.

**Socials [ ]**

**Emerging**

Overall, (student) is demonstrating Emerging understanding of the Learning Standards of Social Studies [ ].

* With support, (student) is able to make inferences and draw conclusions about topics related to the Indian Act and other issues that have impacted his family.
* Can, with prompting, defend a position on a familiar topic.
* Needs to develop skills in taking other perspectives, especially those of oppressed or underprivileged peoples whose experiences are studied in this course.
* Is encouraged to work with teacher to develop strategies that improve self-awareness and identity the impacts of their language and tone on students and the class environment.

**Developing**

Overall, (student) is demonstrating Developing understanding of the Learning Standards of Social Studies [ ].

* (Student) was engaged by our class discussions on the Indian Act this term, eagerly identifying aspects of the Act that negatively impact Indigenous peoples and non-Indigenous Canadians today.
* Can continue to strengthen writing skills in order to more clearly express and support opinions and present information.
* (Student) cares greatly for people impacted by social injustice and strongly advocates for others.
* Encouraged to take risks by putting this passion for equity and social justice into speaking more about these issues in less familiar situations and larger groups of people.

**Proficient**

Overall, (student) is demonstrating Proficient understanding of the Learning Standards of Social Studies [ ].

* (Student) used Social Studies skills to ask questions, gather and interpret information, find an overall fascination with variety of revolutions this term.
* Enjoyed finding bias in primary sources and understood the need to look for more than one account of contentious historical events.
* Is improving at inferring the worldview, values, and beliefs of authors of primary and secondary sources.
* Is working on increasing autonomy in learning by relying on the teacher less and using their ability to find bias to build trust in their ability to make other, sound inferences.

**Extending**

Overall, (student) is demonstrating Extending understanding of the Learning Standards of Social Studies [ ].

* Often identifies subtle problems, like bias and faulty reasoning, in readings, film, and classroom discussions and kindly challenges prevailing norms.
* Demonstrates leadership in addressing discriminatory attitudes and symptoms of historical wrongs in class work and discussion.
* Has advanced emotional intelligence stemming from self-awareness, emotional regulation, and relationship skills.
* Is encouraged to take on more formal leadership roles and opportunities in the class, school, and community.

**Physical Health Education [ ]**

**Emerging**

Overall, (student) is demonstrating Emerging understanding of the Learning Standards of Physical Health Education [ ].

* Encouraged to explore different types of physical activity and to adopt preferred ones to support lifelong health and well-being.
* Invited to monitor exertion level using heart rate and pulse and to set goals to increase exertion.
* Learning to find sources of health information to learn strategies that support physical and mental health and wellbeing.
* Encouraged to take more risks by contributing to classes, verbally and physically.

**Developing**

Overall, (student) is demonstrating Developing understanding of the Learning Standards of Physical Health Education [ ].

* (student) is continuing to develop fundamental movement skills in areas outside of baseball.
* In his passion and inquiry project this term, (student) identified baseball as a favourite activity and identified aspects of the game that are good for mental and physical health.
* With encouragement to maintain a growth mindset, initiative, and independence, can engage positively in activities outside of this passion area.
* (Student) Is invited to use throwing skills next term in European handball and other throwing activities in order to apply movement concepts to different physical activities.

**Proficient**

Overall, (student) is demonstrating Proficient understanding of the Learning Standards of Physical Health Education [ ].

* (Student) has shown great interest in working out in the gym this term and enjoyed applying training principles to guide progress and set goals for personal healthy living.
* Has demonstrated leadership in class this term, inspiring peers to try out the gym and even showing other students new exercises.
* (Student) participates with great enthusiasm and never-ending energy; so is invited to intentionally reflect on the FITT principle’s “intensity” aspect to avoid injury.

**Extending**

Overall, (student) is demonstrating Extending understanding of the Learning Standards of Physical Health Education [ ].

* (Student) showed great leadership in organizing team games and other cooperative challenges throughout this course.
* Able to participate daily, with high level of fitness and agility, in various activities, demonstrating mastery over fundamental “on-the-spot”, locomotor, and manipulative skills, and more advanced movement strategies and skills.
* Frequently helped peers to overcome barriers to participation; engaged others and made them feel comfortable in new activities by maintaining a growth mindset and infectious optimism that made trying necessary and “failing” okay in the class.
* Always aware of having and teaching safe interaction with equipment, and of leading kindly.

**Arts Education [ ]**

**Emerging**

Overall, (student) is demonstrating Emerging understanding of the Learning Standards of Arts Education [ ].

* (Student) began working on their memoir project and showed beginning knowledge of some elements of design, using lines and colour to represent people and things in her visual story. Is encouraged to use other elements, beyond lines for “stick drawings”, to represent these things next term.
* Student often expressed frustration and is working on changing her perspective of art from something she must be perfect at doing to something she can explore, have fun with, and play in.
* Taking more risks and being okay with perceived mistakes will help (student) to become more actively engaged and disciplined in working through creative challenges.
* (Student) is invited to work with teacher, one-to-one, on how to reflect on her art-making process and development as an artist so she can see how taking risks will actually help her to take on challenges.

**Developing**

Overall, (student) is demonstrating Developing understanding of the Learning Standards of Arts Education [ ].

* (Student) worked on his personal narrative (memoir project) this month, showing that he can explore some materials by arranging elements of design, like lines, colours, and familiar and unfamiliar or abstract shapes to represent people and emotion. He is even starting to combine elements to intentionally create a few different moods!
* Moving forward, (student) is invited to work with more complex image design strategies.
* Can also work with teacher to use metacognitive strategies, such as sentence prompts and reflective journal entries, to explore deeper aspects of his identity – including emotional, social, and cultural – and to convey them through art.
* Encouraged to revise past works after appraising the ideas behind them and the technical skills used in creating them.

**Proficient**

Overall, (student) is demonstrating Proficient understanding of the Learning Standards of Arts Education [ ].

* (Student) has taken feedback from teacher about taking an inquisitive, exploratory mindset in Arts Education [ ] by taking risks to play with elements of design, and with various image design strategies, like simplification and magnification, in particular.
* Showed in her memoir project how a little technical skill can be a catalyst of great art when paired with a keen insight into the complex, interwoven relationships among the parts of one’s identity and a sense of belonging.
* Next steps are to work on more sophisticated application of other image design strategies, such as distortion, reversal, and fragmentation.

**Extending**

Overall, (student) is demonstrating Extending understanding of the Learning Standards of Arts Education [ ].

* Visual Arts are certainly an area of strength for (Student), who brings sophisticated thinking, intuitive design, and excellent technical skill together into class every day.
* Leads with an attitude of adventure, inquiry, and optimism.
* (Student) showed mastery across most areas of curriculum that we explored this term: he explored playfully, assessing the effects of various design strategies, before creating a sophisticated representation of himself and his context in his memoir project.
* Next steps could be to reflect on his position as an artist in our community – on how he might build and maintain working relationships with local artists.

**Math [ ]**

**Emerging**Overall, (Student) has demonstrated Emerging understanding of the Learning Standards of Math [ ].

* With support, made some progress in adding, subtracting, and multiplying proper fractions (numbers smaller than 1).
* With guidance, was able to reasonably estimate fractions that are close to familiar benchmark numbers such as whole numbers or ½.
* To further enhance their skills, it would be beneficial to practice converting between improper and mixed numbers, dividing proper fractions, and multiplying fractions greater than 1.
* (Student) is doing well working with one-on-one support from a peer or teacher; they would also benefit from participating more frequently (listening and adding their ideas) in the random groups of three when solving problems.

**Developing**Overall, (Student) is developing an understanding of the Learning Standards in Math [ ].

* With support, made some progress in adding, subtracting and multiplying fractions
* Is encouraged to practice dividing fractions and solving problems applying the order of operations
* Can reasonably estimate fractions that are close to familiar benchmark numbers, such as whole numbers or ½.
* To further enhance his/her/their skills, it would be beneficial to practice visually representing fractions and solve problems that involve dividing proper fractions and multiplying fractions greater than 1.
* (Student) is doing well asking for help when needed; they would also benefit from building on their understanding by explaining their problem-solving decisions.

**Proficient**Overall, (Student) has a proficient understanding of the Learning Standards in Math [ ].

* Applies multiple strategies when solving operations with fractions in both abstract and contextualized situations.
* Uses reasonable estimates of familiar benchmarks when verifying the accuracy of solutions
* Is encouraged to present a logical argument and justify their decisions and assumptions
* Is improving in their ability to self-evaluate their work regularly

**Extending**Overall, (Student) has a deep understanding of the Learning Standards in Math [ ].

* Demonstrated a sophisticated understanding of solving operations with fractions by applying multiple strategies and considering the advantages and limitations of these various strategies.
* Creates contextualized situations from a variety of operations with fractions
* Is encouraged to practice visually representing how to divide an improper fraction with a proper fraction
* Is self-motivated and takes ownership of their learning by asking questions, communicating their understanding, and checking for feedback in an ongoing way.

**Science [ ]**

**Emerging**Overall, (Student) has demonstrated an emerging understanding of the Learning Standards in Science [ ].

* With guidance, (Student) can list the states of matter and why the Earth needs light from the sun.
* With support, (Student) can identify the effects of solar energy on the Earth and the water cycle.
* (Student) is encouraged to use teachers' help to demonstrate a sustained focus about a scientific topic or problem of personal interest
* (Student) would also benefit from making goals for learning that incorporate feedback on assignments and suggestions for staying organized

**Developing**Overall, (Student) is developing an understanding of the Learning Standards in Science [ ].

* Shows some intellectual curiosity about a topic of personal interest and is encouraged to identify their knowledge gaps to sustain their curiosity about topics that interest them
* Recognizes the importance of respect for self and others in our class
* Is working toward gaining a deeper understanding of sustainability and interconnectedness in ecosystems
* Is encouraged to find a system of organization that includes using an agenda to keep track of assignments and due dates

**Proficient**Overall, (Student) has a proficient understanding of the Learning Standards in Science [ ].

* Knows the matter cycles within living and nonliving components of ecosystems
* Demonstrates a sustained curiosity about a scientific topic or problem of personal interest
* Is working towards a deeper knowledge of the sustainability of systems
* Is encouraged to relate (their) learning to new situations and suggest how science can be applied to solve problems in our world.
* Contributes and listens well in classroom discussions

**Extending**Overall, (Student) has a deep understanding of the Learning Standards in Science [ ].

* Knows the matter cycles within biotic and abiotic components of ecosystems
* Demonstrates a sustained intellectual curiosity about a scientific topic or problem of personal interest
* Relates (their) learning to new situations and suggests how the science can be applied to solve problems in our world.
* Moving forward, they can build on their fabulous relationship skills to develop stronger perspective-taking skills by interacting with a more diverse audience.