**Report Card Self-Evaluation – Term Two – 2020**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Please submit this packet by* ***Friday, March 6*** *(or earlier, to get it off your plate!).*

*Proficiency Scale*

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| **Emerging** | **Developing** | **Applying** | **Extending** |
| Means the student has had the opportunity to experience the Curricular Competency as it had been applied within the Content.  *“I am just getting started; I learn best with help.”* | Means the student has demonstrated a partial comprehension of the Curricular competency as it had been applied within the Content.  *“I get some of it; I am beginning to do more on my own.”* | Means the student is able to show or use the Curricular Competency as it had been applied within the Content.  *“I get it; I can do it on my own.”* | Means the student is able to identify and share new ways of seeing, using, or connecting the Curricular Competency in areas to which they were not exposed.  *“I get it and go beyond what is expected of me; I can teach a friend.”* |

Dear ~~Strange~~ Awesome Ones,

You know the drill. After you finish groaning and rolling your eyes, please remember the following:

* This is your chance to have your voice heard. Use it!
* Use the work in your binders and comp books as resources for this reflective process.
* In each subject area, aim for two to three descriptors of your abilities—how you have grown and where you need support. You do not need to respond to every bullet point of everything we did in each subject; instead, think about what is most meaningful to you and what best describes how and where you have grown and how and where you are encountering challenges.
* It is not a sign of weakness to acknowledge where you are struggling and it is not flexing to own your strengths; both demonstrate self-knowledge and self-awareness.
* Challenge yourself to use “I can…” statements in the description of your reasoning (i.e. “I can brainstorm ideas closely related to my main topic” or “I can extend my thinking by listening attentively to others during class discussions”). Also think about quantifiable language (i.e. “I can do \_\_\_\_\_\_\_\_\_ consistently and independently” or “I can \_\_\_\_\_\_\_\_\_ but sometimes I forget to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” or “I got a lot better at my ability to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_” or “I can \_\_\_\_\_\_\_\_\_\_\_\_ with support or reminders from my teacher”).
* This works best when you write in your own voice, honestly, owning your strengths and your challenges, and knowing that both can be revealed in any given task (i.e. “I am confident in my ability to explain the concepts involved in determining the area of circles, but I need to work on double-checking my work to avoid ‘oops’ mistakes in my calculations.”). It doesn’t need to sound professional or formal; it’s best when it sounds like **you**. How would you say these things if we were having a conversation?
* Feel free to use evidence from your comp book throughout, if you like.

Yrs, Prof. G. B.

**EFFORT**

Place a legible dot on the continuum line that best represents where you are right now in relation to these areas relating to work habits. In the space below, provide your reasoning, in the form of “I can…” statements.

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| **Emerging**  *“I need direct support.”* | **Developing**  *“I am beginning to do this on my own.”* | **Applying**  *“I can do this independently.”* | **Extending**  *“I can teach others.”* |
| **Responsibility:** Hands in assignments on-time and comes prepared to learn with materials organized. | | | |
| **Cooperation:** Demonstrates respectful, positive, and inclusive behavior when working with groups, partners, teachers, and the class as a whole. | | | |
| **Self-Regulation:** Maintains a positive attitude, uses school-appropriate strategies to regulate their own behavior, and is able to stay on-task. | | | |

**Responsibility**

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**Cooperation**

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**Self-Regulation**

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**Language Arts—Reading and Viewing**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| ***The Black Cauldron adaptation process***   * *Flesh and Blood*—reading for what was the same and what was different; forming opinions about why those decisions were made and what the effect was; noting examples of great writing in Michael Cunningham’s work * Decision making process in making cuts, edits, and changes from Lloyd Alexander’s writing to suit the graphic novel format * Identifying essential narration * Identifying themes and editing to reflect and highlight those themes * Creating thinking bubbles and captions   **John O’Donohue**   * Sketchnoting to capture Big Ideas and Important Details * Making connections to self in order to establish relevance * Asking questions to deepen understanding   ***One Story, One Song***   * Summarizing * Finding evidence of great writing (quote) * Connections to self, previous learning, and the medicine wheel * Depth and Complexity * Establishing relevance (why does it matter?)   **Science research**   * Synthesize ideas from a variety of sources to build understanding   **Vocabulary expansion** (First Nations studies, Richard Wagamese, *Tapestry*, and crossword puzzles)  Synthesize ideas from a variety of sources to build understanding  Think critically, creatively, and reflectively to explore ideas within and beyond texts |  |
| **Something I’ve done well in Reading this term:** |  |
| **Something I’d like to work on in Reading next term:** |  |

**Language Arts—Writing**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| **Daily Diary**   * building images with words * specific word choice * effect of detail in creating images * gaining inspiration through observation of the world around us   **Persuasive Writing:** Mini-Brain Campaign Speeches and Public Speaking Challenge   * personalized storytelling for persuasive effect * insight and originality * use of humor for effect * analysis (digging deep in your exploration of your topic/theme) * use of detail, examples, and explanations to develop your argument * precise word choice * flow * variety in sentence lengths and structures * attention grabbing introductions and memorable conclusions * use of structure for effect   **Personal Writing:** One-Panel Reflections, John O’Donohue (if done in writing), and *Survivor* Justifications   * use of detail, examples, and explanations   **Proofreading**  **Conventions of Writing**   * spelling, paragraphing, punctuation, sentence structure, grammar |  |
| **Something I’ve done well in Writing this term:** |  |
| **Something I’d like to work on in Writing next term:** |  |

**Language Arts—Oral Language**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| **Public Speaking**  **Mini-Brain Campaign Speeches**  **Public Speaking Challenge**   * confidence * “realness” * clarity * expression * volume * genuine eye contact * active listening   **Class Discussions**  ***One Story, One Song* Circle Discussion**  **First Nations Vocab Discussions**  ***Survivor* Discussions**  - active listening  - clarity of communication  - appropriate volume  - speaking respectfully  - making space for others  - building on others’ ideas  - using evidence from texts or videos to justify opinions  ***Flesh and Blood* read-aloud**  - active listening when others are reading  - appropriate volume  - attempting to bring out a sense of character  - clarity  **Instructional Phase of Lessons**  - active listening  - listening for information  - asking questions to clarify my understanding  **Vocal Technique exercises**  **Breathing exercises** |  |
| **Something I’ve done well in Oral Language this term:** |  |
| **Something I’d like to work on in Oral Language next term:** |  |

**Mathematics**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| ***Math 6***  - increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships  - one-step equations with whole number coefficients and solutions  ***Math 7***  - discrete linear relationships, using expressions, tables, and graphs  - two-step equations with whole number coefficients, constants, and solutions  - Cartesian coordinates and graphing  ***All***  - Use a variety of strategies to engage in problem solving:   * Charts and Diagrams * Think 1 * Venn Diagrams * Patters, Sequence, and Function Machines   - Visualize to explore mathematical concepts  - Clarity of communication in a variety of forms (written, oral, visual)  - Mental Math strategies  - Use mathematical vocabulary and language to contribute to mathematical discussions |  |
| **Something I’ve done well in Math this term:** |  |
| **Something I’d like to work on in Math next term:** |  |

**Science**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| ***Cosmos***  The overall scale, structure, and age of the Universe  The position, motion, and components of our solar system in our galaxy  Gravity, electromagnetism, and the weak and strong nuclear forces  Evolution – adaptive and selective  History of scientific reasoning  The spectrum of light  Presentism vs. eternalism (Time)  Note-taking (Sketchnotes)  - use of emphasis, hierarchy of size, and typography  - structure and organization for effect  - thoroughness in capturing important information  - use of visuals  **Independent Research**   * Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest * Identify a question to answer through scientific inquiry * Seek patterns and connections in data from secondary sources * Use scientific understandings to identify relationships and draw conclusions * Communicate ideas using scientific language   **First Nations Studies and Wagamese readings**   * Express and reflect on personal, shared, and others’ experience of place |  |
| **Something I’ve done well in Science this term:** |  |
| **Something I’d like to work on in Science next term:** |  |

**Social Studies**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| ***Civ V***  - scientific and technological developments  - the challenges of balancing economic, diplomatic, civic, and military needs and demands  **Current Events**  - identifying Big Ideas  - using the fewest but enough words to capture the relevant information  - making connections to rise and fall of our global civilization  - taking risks to form personal opinions  - identifying unknown information necessary to build a more comprehensive understanding  - asking deep questions that would invite rich discussion  **John O’Donohue**  - origins, core beliefs, practices, and influences of religion  **First Nations Studies**  - vocabulary development  - social, political, legal, governmental, and economic systems and structures  - traditional knowledge and practices  - impact of economic policies and resource management on indigenous peoples  **Richard Wagamese**  - traditional knowledge and practices  - poverty and inequality issues  - Ojibway spiritual practices |  |
| **Something I’ve done well in Social Studies this term:** |  |
| **Something I’d like to work on in Social Studies next term:** |  |

**Physical Health**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| **Basketball and Handball**  - proper technique in passing, checking, dribbling, shooting, and defending  **3-Square and Giant 6-Rectangle**  - movement skills  - ball manipulation  - footwork  - risk-taking  **Goodsportspersonship**  - playing by the rules  - active participation  - encouraging others  - celebrating wins and losses equally  - developing leadership skills through the above  Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments  Develop and apply a variety of strategies in different physical activities  Develop and demonstrate safety, fair play, and leadership in physical activities  **Mental Well-being**  - morning check-ins (expanding your emotional vocabulary and being able to identify and give words to how you are feeling  - breathing exercises  **Mindset**  - John O’Donohue  - Richard Wagamese |  |
| **Something I’ve done well in Physical Health this term:** |  |
| **Something I’d like to work on in Physical Health next term:** |  |

**Art**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| Image development strategies:  - Morning Index Card drawings  - Silencing the Two Questions  - Daily Diary  - brainstorming  Develop and refine ideas, processes, and technical skills to improve the quality of artistic works:  - Ivan Brunetti exploration  - One-Panel *The Black Cauldron* drawings and documentation  **The Black Cauldron Graphic Novel Adaptation**  - adapting dialogue and narration to suit to graphic novel format  - finding inspirational images  - exploring on-line tutorials, *Understanding Comics*, and *Making Comics*  - exploration of *Dazzler* to identify panel transition techniques  - practice and exploration of all aspects relevant to creating visuals for your chapters  - structuring of panels for storyboards  - color-testing  - storyboard process  -creating artistic works collaboratively  Take creative risks to express feelings, ideas, and experiences:  - everything!  Reading character parts in *Flesh and Blood* (drama) |  |
| **Something I’ve done well in Art this term:** |  |
| **Something I’d like to work on in Art next term:** |  |

**French**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| **Development of vocabulary**  - *vocabulaire de l’école*  *- les articles*  *- les adjectifs possessifs*  *- les pronoms sujets*  - conjugation of regular -er verbs and *être*  - beginning to recognize the relationship between French letter patterns and pronunciation (special sounds in French, silent endings, when final consonant is sounded, etc.)  - interpret non-verbal cues to increase understanding  - responding to simple commands  **Attempting precise pronunciation**  - active listening  - taking risks  - practicing with Bernard et Charlotte  **Participation in class games**  - active listening  - making space for others to hear  - thinking while others are playing  **Use of technology**  - wordreference.com  - oddcast text-to-speech |  |
| **Something I’ve done well in French this term:** |  |
| **Something I’d like to work on in French next term:** |  |

**Applied Design, Skills, and Technologies**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| ***The Black Cauldron* Graphic Novel Process – Ideating and Prototyping Text and Visuals**  **Big Idea**: Complex tasks require acquisition of additional skills (developing an understanding of the vocabulary, techniques, and skills needed for the creation of a graphic novel)  **Aspects:**  - following criteria  - generating ideas and adding to partner’s ideas  - screening ideas against criteria and constraints  - identifying and using sources of information (tutorials, Scott McCloud books, etc.)  - practicing individual aspects in order to choose bits from each to combine for final products  - constructing a storyboard (prototype) and making changes as needed  - recording iterations of prototypes (Iteration Log)  - color testing  - gather feedback from partner(s) and other groups  - evaluate the protypes against the criteria  **Actively contributing to a efficient and cooperative workspace**  - on-task during work blocks  - helping others stay on-task during work blocks  - sharing resources  - providing constructive feedback to others  - using materials safely and avoiding waste  Non-Band Members:  - creating a game or movie using Scratch  - those picker-upper things you made with Mr. Wu |  |
| **Something I’ve done well in ADST this term:** |  |
| **Something I’d like to work on in ADST next term:** |  |

**Career Education**

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| **Projects and Assignments  Contributing to Assessment,  and Curricular Competencies Explored** | **My Reasoning** |
| ***Survivor***  - engagement in class discussions  - understanding of the positive and negative traits and actions that affect social politics  - depth of thought and thoroughness in Pick justification  -effective and less effective forms of leadership and group work  - recording relevant information in graphic organizer  **Mini-Brain Campaign**  - recognition and development of personal leadership qualities, as expressed in campaign speeches  - participation in Town Hall meetings  **Group and partner work**  - appreciate the importance of respect, inclusivity, and other positive behaviors in collaborative learning and work environments (think *The Black Cauldron* graphic novel groups, *Civ V*, Wagamese readings, Socials vocab groups, pod work on crosswords, and all of the random partnerships and groups you have worked in this term)  Project management  Explore volunteer opportunities and recognize their value in career options  Demonstrate leadership skills through collaborative activities in the school and community  Class jobs (level of independence and efficiency in) |  |
| **Something I’ve done well in Career this term:** |  |
| **Something I’d like to work on in Career next term:** |  |

***The thing I am most proud of this term is:***

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***Please provide SPECIFIC goals that you would like to work on next term:***

1. ***Academic goal (is there an area you would like to improve? In what way(s)?):***

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1. ***Effort goal (look at the effort scale; in what way(s) can you do your best?):***

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1. ***Social-emotional goal (friendships, controlling emotions, confidence, dealing with feelings of anxiety or worry, etc.):***

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***Ways my parents can help me make progress in each goal listed above:***

***Ways my teacher can help me make progress in each goal listed above:***