**Report Card Self-Evaluation – September 2021-February 2022**

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

*Please submit this packet by* ***Friday, February 11*** *(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 ~~Weird~~ Awesome Ones,

Our report card places a big emphasis on student voice; you are, after all, the experts on YOU. Those of you who were with me last year know that I value this, and you are used to (begrudgingly) self-evaluating your learning in prep for report cards.

So, this is your chance to have your voice heard. 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 might need support. Do not 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.

Remember that 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”). Try to 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; in fact, 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. P.M.

**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, and then add, “My next step is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Try to make this next step something concrete and practicial, something you can actually *do*.

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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** |
| Thinking critically, creatively, and reflectively to explore ideas within and beyond texts  Responding to texts in creative ways  ***A Wizard of Earthsea***   * *Exploding Paragraphs* and class discussions: analyzing the use and effect of: * precise word choice (verbs and adjectives) * sentence structure * paragraph structure * punctuation * literary devices (alliteration, metaphor, simile, imagery) * Asking questions to prompt engagement * Making logical predications based on known information * Reading aloud: * reading with fluency (flow) * exploring character motivation   ***A Wizard of Earthsea* 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 * Decision making process in making cuts, edits, and changes from Ursula K. Le Guin’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   ***Understanding Comics* and *The Hidden Life of Trees***  - using strategies to comprehend complex texts  ***Mind of a Chef* and *Star Wars***  - viewing with Depth and Complexity  **Vocabulary expansion** (crossword puzzles) |  |
| **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** |
| **Persuasive Writing:** Mini-Brain Campaign Speech and Interview; and,  **Personal Writing:** First month reflections, One-Panel reflections, Cause and Effect written responses   * use of the context; specific, detailed examples; thorough explanations writing model * 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 * use of rhetorical devices such as repetition, questions, build (speeches)   **Proofreading**  **Conventions of Writing**   * spelling, paragraphing, punctuation, sentence structure, grammar   **Unexpected Things Seen and Heard**   * noticing the details in images * noticing real dialogue   **Ursula K. Le Guin**   * incorporating learning from Exploding Paragraphs into our own writing |  |
| **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**   * confidence * “realness” * clarity (articulation, use of key words, pace) * expression * volume * genuine eye contact * active listening   **Class Discussions**  **Socratic Circles**  - 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  ***A Wizard of Earthsea* and *Flesh and Blood* read-alouds**  - active listening when others are reading  - appropriate volume  - articulation  - emphasis on verbs to impart sense and flow  - 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** |
| ***Content – Number Theory***  - thousandths to billions  - operations with decimals (addition, subtractions, multiplication, division, order of operations)  - factors and multiples  - improper fractions and mixed numbers  - whole number percents and percent discounts  - relationships between decimals, ractions, and percents  - positive and negative integers  ***Competencies***  - Use a variety of strategies to engage in problem solving:   * Charts and Diagrams * Think 1 * Venn Diagrams   - Visualize to explore mathematical concepts (base-10 models, creation of visual models to depict the concepts being used (multiplication, division, fractions, etc.)  - Clarity of communication in a variety of forms (written, oral, visual)   * use of arrows, labels, explanations within visual models * ordered steps * representing step-by-step process * use of proper units   - Use mathematical vocabulary and language to contribute to mathematical discussions  - Taking opportunities to demonstrate knowledge of the concepts the lie beneath the calculations  - Math mindset |  |
| **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** |
| **Big Idea:** Demonstrating a sustained curiosity about a scientific topic  **Note-taking** (Sketchnotes, Webs, Depth and Complexity graphic organizers)  - use of emphasis/hierarchy of size to identify Big Ideas and Sub-topics  - structure and organization for categorization and clarity   * containers * color * key/legend * different strengths of connecting lines   - thoroughness in capturing important information  - use of visuals to represent complex ideas  - finding depth through the use of D&C and asking *why* and *how*  - identifying patterns and connections in data (making connections across a web/sketchnote; using the Patterns and Trends icons)  **Content**  Scientific Advancements (*Quirks and Quarks*, *Spark Civilization* series, *Civ V* tech advancements)  Time: Presentism vs. Eternalism  The overall scale, structure, and age of the Universe (*Cosmos*)  Forest Systems (*The Hidden Life of Trees*)  Human Evolution (*The 10,000 Year Explosion*)  Nervous System (MindUP and CEC work) |  |
| **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** |
| **Big Idea**: Is our civilization on the rise or the fall (and how do we know?)  Re-civilization experiment  Desert Island experiment  Key aspects of a civilization  Scientific advancements (*Quirks and Quarks*, *Spark Civilization* series)  Canadian Election   * political spectrum * political parties and platforms * debates (notes regarding effective and ineffective content) * voting   The aspects of the Earthsea civilization  *Civ V*  - scientific and technological developments  - the challenges of balancing economic, diplomatic, civic, and military needs and demands  - significance of events; significance of developments (Cause and Effect)   * cause/intention * immediate impacts * possible/actual long-term impacts * connections to real world events   Current Events  - demonstrating curiosity about world events  - connecting events to rise and fall |  |
| **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** |
| **3-Square and Giant 6-Rectangle**  - ball manipulation  - footwork and hand-eye coordination  - team work  **Basketball**  - proper technique for dribbling, passing, shooting, and checking  **Volleyball**  - proper technique for ready position, serving, and forearm and overhead passes  **Goodsportspersonship**  - playing by the rules  - active participation no matter what the activity is  - active encouragement of others and maintaining positivity  - celebrating wins and losses equally  - developing leadership skills through the above  Develop and apply a variety of **strategies** in different 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 and Clarity**  - active engagement in CEC adventures  - exploration of mindset material on blog and CEC newsletters  - creation of Mind Maps  - application of mindset across the curriculum |  |
| **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  - Drawing Jams!  - 2 min → 5 sec drawings  - “Graphic Medicine” workshop with Lynda Barry  - Ivan Brunetti exercises  - Lynda Barry exercises (“How to Groove,” “Meatball!” etc.)  Develop and refine ideas, processes, and technical skills to improve the quality of artistic works:  - exploration of pencil crayons and fine-liners  - House on Fire  - practice of the essential nature of comic drawing  - Ivan Brunetti One-Panel drawing and reflecton  **Name plate, comp book covers, and Mini-Brain campaign posters**  - exploration and expression of identity through the arts  - use of color, shape, line, balance, and emphasis  - use of symbolism to express ideas  *Understanding Comics*  - research, describe, interpret and evaluate how graphic novel artists use processes and techniques  Take creative risks to express feelings, ideas, and experiences:  - everything!  Reading character parts in *A Wizard of Earthsea* (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**  - numbers  - alphabet  - Je m’appelle… Tu/il/elle/iel… Comment t’appelle tu?  - telling time  - greetings  - saying age for self and others  - 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 oddcast  **Participation in class games**  - active listening  - making space for others to hear  **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** |
| **Comp Book Covers**  **Name Plates**  **Mini-Brain campaign poster, interview, and creative choice**  - following criteria  - generating ideas based on the criteria  - construct a prototype (developing rough drafts through active exploration of possibilities)  - practicing individual aspects in order to choose bits from each to combine for final products  - color testing  - explore and test a variety of materials for effective use (comp book covers)  - make a plan for production and carry it out, making changes as needed  - evaluate the final product against the criteria  ***Understanding Comics***  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  **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 (rather than critical) feedback to others  - using materials safely and avoiding waste |  |
| **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** |
| **Goal Journals**  - setting S.M.A.R.T. goals  - pre-thinking possible obstacles to goals and strategies to overcome those obstacles  - application in work blocks and for homework  **Mini-Brain Campaign**  - recognition and development of personal leadership qualities  - self-assessment  **Group and partner work**  - actively creating a respectful, inclusive, and positive work environment (think Rebuilding Civilization, *Quirks and Quarks*, *Civ V*, *WoE* pod discussions, *WoE* graphic novel groups, and all of the random partnerships and groups you have worked in this term)  - actively doing group jobs (Chairperson, Scribe, etc./Minister of Defence, Minister of Culture, etc.)  Project management – time and materials  Participation in Town Hall meetings  Creation and application of Class Agreement  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:***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***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)?):***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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:***