



**SOUTHRIDGE**

**Purpose Statement:** *The purpose of this report card is to communicate with students and parents about the student's achievement of specific educational goals as determined by the Ministry of Education and the learning standards of Southridge School. It identifies a student's levels of progress with regards to those goals, areas of strength, and areas for further development.*

**ACADEMIC INDICATORS AND DESCRIPTORS FOR DEFINED SUBJECT STANDARDS**

Indicators	Descriptors
ES Excels at Standard	Evidence of the student's progress in relation to expectations for the defined standard for this time of year demonstrates excellent development of knowledge, understanding, and/or skills. The student has a sophisticated understanding of concepts and competencies relevant to the expected learning.
MS Meets Standard	Evidence of the student's progress in relation to expectations for the defined standard for this time of year demonstrates good development of knowledge, understanding, and/or skills. The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.
PS Partially Meets Standard	Evidence of the student's progress in relation to expectations for the defined standard for this time of year demonstrates partial development of knowledge, understanding, and/or skills.
NS Not Meeting Standard	Evidence of the student's progress in relation to expectations for the defined standard for this time of year does not meet the acceptable development of knowledge, understanding, and/or skills.
NA Not Assessed Yet	The defined learning standard was not formally assessed, or it is too early in the learning process to provide a progress indicator for the defined standard at the time of reporting.
I Incomplete	A progress indicator could not be determined for this student due to insufficient evidence. (e.g. concussion, late assignments)

**ESSENTIAL SKILLS**

SOCIAL RESPONSIBILITY	PERSONAL MANAGEMENT	ACTIVE PARTICIPATION AND LEARNING
<ul style="list-style-type: none"> <li>Contributes to a positive classroom environment</li> <li>Demonstrates respect for self, others, and property</li> <li>Demonstrates academic integrity</li> <li>Dresses, speaks, and acts in accordance with the expectations of the school setting</li> </ul>	<ul style="list-style-type: none"> <li>Uses class time effectively</li> <li>Punctual to class</li> <li>Comes to class prepared</li> <li>Demonstrates perseverance or "grit"</li> <li>Submits work on time</li> <li>Catches up on work when absent</li> </ul>	<ul style="list-style-type: none"> <li>Engaged and appreciates learning</li> <li>Intellectually curious</li> <li>Seeks extra help as needed</li> <li>Takes initiative</li> <li>Reflects on and utilizes feedback</li> </ul>

**INDICATORS AND DESCRIPTORS FOR ESSENTIAL SKILLS**

Indicators	Descriptors
ME	Meets Expectations
NI	Needs Improvement

**Blizzard****Mr. Norman Dods, Ms. Kara Wickstrom**

It is a pleasure having having Alex in Blizzard 2. His Term 1 report card contains several outstanding results including a 100% in Math 9/10. This indicates a very strong commitment to his studies. Alex participates in advisory group activities and games, however, on occasion he needs encouragement to move his focus away from the computer. During the first term, Alex participated in extracurricular activities including: Coding Club, Math Club, Model UN and Chess Club. In his Term 1 Reflection Alex noted that one of his biggest challenges was time management and he communicated his goal to complete homework before allowing himself to do other activities. Also, on his Term 1 Reflection Alex noted that one of the highlights of his term was creating his speech titled "Why America is not the Greatest Country" which reached the Southridge finals in the TEDX category.

**Courses (Grade 9 - 11)**

		Active Participation	Personal Management	Social Responsibility	Term 1 Mark
<b>Math 9/10</b>	<b>Ms. Sarah Menzies</b>	ME	ME	ME	100

Alex has shown excellent understanding of the course material this term and has been keeping up with the fast-paced nature of the accelerated course. He clearly enjoys mathematics and has a high level of mathematical skill. He has a positive attitude in class and works well with his classmates when solving problems in a group. In Term 2, I encourage Alex to continue being an advocate for approaching problems in different ways and finding new ways to solve a question. I also encourage him to use his high level of skill to help others in the class who may have more difficulty with the material. Alex is a pleasure to have in class and I wish him a restful Winter Break.

**Band 09 - Ms. Jenna Parker**

		<b>Report 1</b>
<b>Defined Skills</b>	MUS - Communicating	MS
	MUS - Connecting	MS
	MUS - Creating	MS
	MUS - Refining	MS
<b>Essential Skills</b>	Active Participation & Learning	ME
	Personal Management	ME
	Social Responsibility	ME

**Areas of Strength:**

Alex plays the alto saxophone with confident rhythm and note accuracy. He shows well-developed musical awareness through focus and engagement in rehearsals. Alex is to be commended, as he understands that the process of learning music requires practice over time. I was impressed to see him consider feedback and take time to resubmit tests.

**Areas to Improve & Next Steps:**

Alex has worked hard on his tone production, and should continue to work hard in this area. Learning to play with control at softer dynamic levels should also be a priority - Mr. Mitchell

## English 09 - Ms. Lelia Sacre

		Report 1
<b>Defined Skills</b>	ENG - Communicating & Collaborating	ES
	ENG - Constructing & Creating	ES
	ENG - Elements of Form and Style	ES
	ENG - Exploring Ideas	ES
	ENG - Process and Craftsmanship	MS
<b>Essential Skills</b>	Active Participation & Learning	ME
	Personal Management	ME
	Social Responsibility	ME

### Areas of Strength:

In Term One, students have completed an introduction to analysis skills, contributed to a Speech Day performance as well as began the novel *The Golden Compass* by Philip Pullman centred around student-led discussions. Alex has been a pleasure to teach this past term. He has been a positive role model for Harkness discussions as well as providing critical thinking to link knowledge to the novel helping guide discussions to a more in-depth level.

### Areas to Improve & Next Steps:

In Term Two, Alex will need to continue building on his critical thinking and then applying it to a written analysis. Have a wonderful winter break!

## French 09 - Mme. Kristen Olafson

		Report 1
<b>Defined Skills</b>	Modern Languages - Reading Comprehension	ES
	Modern Languages - Listening Comprehension	MS
	Modern Languages - Speaking	MS
	Modern Languages - Writing	ES
<b>Essential Skills</b>	Active Participation & Learning	ME
	Personal Management	ME
	Social Responsibility	ME

### Areas of Strength:

In French 9, students have been reviewing grammar concepts from last year while learning new vocabulary relating to holidays and television viewing activities. In Term 1, they created a concert poster for the musician *Samian*, an Indigenous musician who has performed at one of the most important holidays in Québec, *La fête de la Saint-Jean*. They also completed a short interview where they discussed their favourite television program or film. Alex has done well in the reading and writing competencies this year and has good listening and conversational skills. He participates well during class activities and his positive contributions are appreciated. It has been a pleasure having him in class this year.

### Areas to Improve & Next Steps:

Alex could take further initiative to practice more during class independent work periods to develop writing as well as his pronunciation, something he could do by listening to spoken French outside of class. He could work on adding more time, frequency and linking expressions to his work, as well as pay closer attention to the accuracy of sentence structures to eliminate small errors in his writing. I look forward to supporting Alex over the course of the year and wish him a happy, fun winter break.

## Physical and Health Education 09 - Ms. Maria Gill

		Report 1
<b>Defined Skills</b>	PHE - Healthy & Active Living	MS
	PHE - Mental Well-Being	NA
	PHE - Physical Literacy	ES
	PHE - Social & Community Health	NA
<b>Essential Skills</b>	Active Participation & Learning	ME
	Personal Management	ME
	Social Responsibility	ME

### Areas of Strength:

Alex demonstrated safety and fair play while participating in a variety of physical activities, including outdoor games, badminton, and fitness. He consistently maintained a high level of activity and demonstrated a strong understanding of movement skills and strategies. During his badminton self-assessment, Alex refined his skills by carefully analyzing each movement phase and by identifying areas of improvement. Additionally, Alex identified and applied healthy living strategies within the nutrition unit by carefully comparing nutrition fact labels and using the information to make informed decisions.

### Areas to Improve & Next Steps:

Next term, I encourage Alex to further engage in class discussions by refraining from side conversations and to take the initiative to help set-up or clean-up activities.

## Robotics 09 - Mr. Colin Morris

		Report 1
<b>Defined Skills</b>	ADST - Applied Skills & Technologies	MS
	ADST - Ideating	MS
	ADST - Making	NA
	ADST - Prototyping	NA
	ADST - Reflecting	ES
<b>Essential Skills</b>	Active Participation & Learning	ME
	Personal Management	ME
	Social Responsibility	ME

### Areas of Strength:

Alex has demonstrated excellent growth in his skill and perseverance through challenges this term. He consistently challenged himself while programming the NAO robots with complex and creative ideas. Most of them required the use of python and custom code boxes, which can be a very complex task with these robots.

### Areas to Improve & Next Steps:

The Prototyping and Making standards were not formally assessed this term, but will be a focus in Term Two. Going forward, Alex is encouraged to focus on improving the quality of his work in the design notebook. Recording changes and why they were made, and also identifying current problems are good items to include most classes.

## Science 09 - Ms. Anna Szymczak

		Report 1
<b>Defined Skills</b>	SCI - Questioning & Predicting	ES
	SCI - Planning & Conducting	MS
	SCI - Processing and Analyzing	ES
	SCI - Evaluating	NA
	SCI - Applying & Innovating	ES
	SCI - Communicating	ES
<b>Essential Skills</b>	Active Participation & Learning	ME
	Personal Management	ME
	Social Responsibility	ME

### Areas of Strength:

Alex has demonstrated a very deep understanding of current and the flow of electric charge. He puts an incredible amount of effort into his lab reports and goes above and beyond to quantitatively support his scientific findings. He pushes himself to think critically about the information presented.

### Areas to Improve & Next Steps:

Alex is encouraged to stream line his reports, so he can effectively manage his time on tasks. He should focus on being clear and concise based on the expectations required of him. Alex's optimistic attitude along with his strong work ethic will be the key to his continued success in science.

## Social Studies 09 - Mr. Perry Harder

		Report 1
<b>Defined Skills</b>	SS - Communicating - Oral	ES
	SS - Communicating - Written	ES
	SS - Evidence & Perspective	ES
	SS - Historical Thinking	ES
	SS - Inquiry & Questioning	ES
<b>Essential Skills</b>	Active Participation & Learning	ME
	Personal Management	ME
	Social Responsibility	ME

### Areas of Strength:

Alex had a wonderful start to Social Studies 9. He brings a high level of intellect to the class and offers many well-developed thoughts to our Harkness discussions. During our debate about the BC Hydro project, Site C, for example, Alex consistently put forth constructive comments that were rooted in research and provided real world connections. This project was a wonderful exemplar of the consistent quality and depth of thinking he provided this term.

### Areas to Improve & Next Steps:

Continued use of his foundational skills around note-taking, research, and analysis of key issues would be a great goal moving forward.

Attendance	
Category	Class Count
Absent Unexcused	0
Absent Excused	10
Late Unexcused	3
Late Excused	0

Principal of Senior School  
Brad Smith

