

Learning Update

Reporting up to: April 4, 2024

Jarvis Rose

PEN: 194064135

Grade 09

Allison Broughton



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School Message

We have had a full and productive Winter Term; there are so many opportunities for students to participate, take part in school activities, enjoy learning and develop skills here at QJS. It is well known that consistent attendance is key for student success. Assessment takes place in many ways throughout the term. Students can demonstrate their competence with various skills and levels of knowledge, in numerous ways, and throughout a school year. With yearlong courses, students have many opportunities to practice and develop skills. At this time, students are marked on a proficiency scale (emerging, developing, proficient, or extending). With the new reporting order, courses are reported on a different number of times in a year, for example Socials and Science only need to be reported on two times each year. If your child has classes that do not have a mark or comment this term, you can expect the course to be reported on in the final term.

When students are at school every day, their opportunities to learn, practice and grow their skills and knowledge are maximized. If students miss more than two days a month (considered chronic absenteeism), they quickly fall behind and lose confidence as learners. Students at Quesnel Junior School have a team of dedicated staff working to help them learn and build skills in many areas: socially, intellectually, physically, and emotionally.

If you have questions about your child's report, please contact the teacher.

Teacher General Comment 9

Allison Broughton Courtney Lepetich Amarjit Sull

Term 2 Comments: Term 2 is typically the hardest for most students as we move through some very complicated units in both English and Math. It's important that students are reaching out for help when needed. Ms. Courtney's room is usually available for support before and after school, as well as during lunch.

ENGLISH LANGUAGE ARTS 9

Term 2: DEVELOPING

Geordan Forsythe Allison Broughton

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/9>

Term 2 Comments: In term 2 students completed two major units of study. The first unit was on Romeo and Juliet focusing on aspects of different relationships and making healthy choices. The second unit featured the novel The Boy Who Harnessed the Wind which students used to understand cultural and geographic differences between our society and that of Malawi.

The following skills were assessed:

Access Information for Diverse Purposes- Jarvis can independently choose sources that suit his purposes and he can identify the differences between primary and secondary sources. Jarvis can also organize his sources in regard to how relevant they are to his topic. For his next step, Jarvis should begin trying to identify potential sources of bias in text so that he can ensure that his evidence is of the best quality.

Respond to Text- Jarvis can identify the main details in texts including plot, settings, and characters. He can also explain how different texts make him feel and the emotions the author is trying to bring out in the reader. Jarvis' next step is to continue exploring different kinds of conflicts that are common in stories so that he can identify them and their significance as he reads.

Think Critically to Explore Ideas- Jarvis can use evidence to make simple judgments and he can create criteria to help him choose the best evidence for his purposes. With support, Jarvis can also develop a well-thought-out conclusion based on evidence but often needs help to organize his thoughts in a way that will make sense to others.

Explain how Literary Devices Enhance Meaning- Jarvis is beginning to recognize a wider variety of literary devices within text and can now reliably identify similes, metaphors, alliteration, and personification. Jarvis can also explain how these devices make literature more interesting and engaging for the reader. Jarvis' next step is to begin using these devices in his writing to enhance his ideas and messages.

Use Writing and Design Processes- Jarvis is skilled at using pre-writing exercises like brainstorming and making thought webs to start organizing his thoughts. He can also edit his work reliably with the use of word-processing software to ensure it has minimal spelling and grammar mistakes. Jarvis is now being challenged to edit the work of others to continue to grow these skills.

In accordance with their IEP this student was offered the following adaptations: reduced workload, extra time, preferential seating, reader, scribe, one-on-one support.

PHYSICAL AND HEALTH EDUCATION 9

Mr. David Ross

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/9>

Term 2 Comments: Please see the attached interim report for term two. A final, summative, report card will be provided at the end of the school year. If you have any questions, or concerns, please contact your child's teacher directly.

SCIENCE 9

Term 2: PROFICIENT

Courtney Lepetich

<https://curriculum.gov.bc.ca/curriculum/science/9>

Term 2 Comments: This term, students completed the chemistry unit in science. They learned about the scientific method, atoms, elements, the periodic table and chemical reactions.

In accordance with their IEP the following adaptations were offered: use of technology, extra time, reduced workload, chunking of assignments and instructions, alternate assignments, preferential seating, and alternate forms of instruction.

Jarvis has demonstrated a proficient level of skill and understanding when using models and diagrams to represent atomic structure. He demonstrated this when drawing Bohr models to represent the atomic structure of elements 1-20.

Jarvis has demonstrated a developing level of skill and understanding when using the scientific method. He is able to form a reasonable prediction and record his observations. He is able to follow all safety precautions and instructions. His next step is to use the evidence from the experiment to support his conclusions.

OJS PE & HEALTH DEPARTMENT (2023-2024)
MIDYEAR INTERIM REPORT

Student name: Jarvis Rose

Teacher: Mr. Ross

	Insufficient Evidence	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Student self- assessment					
Teacher assessment					<i>TR</i>

Level	Criteria
4 Extending	<p><i>Always...</i></p> <ul style="list-style-type: none"> • Arrives punctually to class • Willingly engages in all activities including warm-up. • Shows a positive attitude and enthusiasm • Concentrates and puts extra effort into activities • Works co-operatively and respectfully and provides support and encouragement to others • Demonstrates leadership skills, takes on responsibility and is a positive role model • Plays fair, respects the rules, and demonstrates appropriate etiquette • Aware and interested in the safety and well-being of others • Respects school property and equipment • Considers safety • Seeks to improve
3 Proficient	<p><i>Often...</i></p> <ul style="list-style-type: none"> • Participates in all activities including warm-up • Shows a positive attitude • Concentrates and puts forth effort in activities • Works cooperatively and respectfully with all class members • Accepts responsibility • Plays fair, respects the rules, and demonstrates appropriate etiquette • Considers safety
2 Developing	<p><i>Sometimes...</i></p> <ul style="list-style-type: none"> • Participates in activities and usually displays effort in all activities including warm-up • Shows a positive attitude • Tries new tasks given teacher/peer support • Works co-operatively and is respectful to class members • Takes on responsibility in areas of interest (when supported) • Plays fair • Considers safety
1 Emerging	<p><i>Rarely...</i></p> <ul style="list-style-type: none"> • Participates without reminders • Prepared for class • Engages unless it is an activity of personal interest • Willing to try new activities • Works co-operatively, respectfully or safely • Deals with conflict without teacher intervention • Stays on task • Participates without encouragement

Jarvis

Jarvis
Rose



PERSONAL AND SOCIAL RESPONSIBILITY

Self Regulation and Self Determination	Identity and Well Being	Community and Environment	Relationships	Valuing Diversity	Problem Solving
<ul style="list-style-type: none"> I can advocate for myself, and my ideas. I can persevere with challenging tasks. I can take ownership of my goals, learning and behaviour. 	<ul style="list-style-type: none"> I can describe my attributes, characteristics, and skills. I can reflect on my strengths and identify my potential as a leader. I can make choices that benefit my well being. 	<ul style="list-style-type: none"> I can participate in activities to improve the classroom, school, community, or natural world. I can identify how my actions and the actions of others affect my community and the natural environment. 	<ul style="list-style-type: none"> I can identify when others need support and provide it. I am aware of how others may feel and take steps to help them feel included. 	<ul style="list-style-type: none"> I can advocate for others. I take action to support diversity, including online. I can demonstrate respectful and inclusive behaviour 	<ul style="list-style-type: none"> I can solve some problems myself and can identify when to ask for help. I can clarify problems or issues, generate multiple strategies, and compromise to meet the needs of others

Give evidence of your ability to do one of the above by completing the following sentences:

I highlighted I can participate in activities to improve

My action that showed this ability

was Making wheel chair playing wheel chair basketball