

REPORT CARD

FOR Apr 19, 2021 to Jun 29, 2021

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Rick Hansen Secondary
31150 Blueridge Drive
Abbotsford, BC
V2T 5R2
604-864-0011

STUDENT NAME Dhamija, Kabir		GRADE 10	ATTENDANCE RECORD FOR 2021												
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
DIV NUMBER C106	TEACHER Kind, L	ABSENT	0	0	0	1.5	0	0	0	0	0	0	0	0	1.5
ATTACHMENTS	STUDENT PEN 145155198	LATE	0	0	0	0	0	0	0	0	0	0	0	0	0

This report describes the student's learning progress based on provincial learning expectations for each grade level. It is intended to inform about learning successes and to guide improvement efforts when needed.

As per the new BC Ministry of Education reporting order, all students are required to self-assess their core competencies based on the provincial standards. Please ask your child to share their self-assessment on My Blueprint with you. Please access the information @ myBlueprint.ca

Grade 10 and 12 students: Please check www.bced.gov.bc.ca/exams/ for your final Numeracy and Literacy Assessment results.

Please visit <http://rickhansen.abbyschools.ca> during the summer for updated information.

We continue to encourage your child to "Be the Best You Can Be!"

Terms: 1 = Sep 08, 2020 2 = Nov 16, 2020 3 = Feb 01, 2021 4 = Apr 19, 2021
Legend: L.G. - Letter Grade, W.H. - Work Habits, Abs. - Class Absence

Course: ELL LIFE & CAREER	Term	1	2	3	4	F
School: Rick Hansen Secondary	L.G.			C+	C+	C+
Teacher: Harasemow, Haley	%			68	68	68
Comments/Ways to Support Learning:	W.H.			S	S	
Adapted according to AIP considerations. In Career-Life 10 students explored strategies and developed plans to help them in their lives beyond high school. Students participated in units covering stress and personal relationships, post-secondary prep, resume building and career exploration, and financial literacy. Kabir demonstrated a competent understanding of the overall competencies. Kabir would benefit from consistently staying on task during work.	Abs.	0	0	0	0	0

Course: ELL COMPOSITION 10	Term	1	2	3	4	F
School: Rick Hansen Secondary	L.G.		C-			C-
Teacher: Neufeld, Dennis	%		50			50
Comments/Ways to Support Learning:	W.H.		S			
This quarter our class was an English Language Learner (ELL) focused group. This means that heavy adaptations were made to accommodate a wide range of language proficiencies. We focused on basic writing skills, the writing process, and critical thinking. Student scores in this course reflect their demonstrated ability in these areas at a level that is appropriate for their individual language proficiency. Working with an ELL teacher in our face-to-face and online environments, we collaboratively navigated this challenging course. Most projects were completed on time.	Abs.	0	1	0	0	1

Term	1	2	3	4	F
L.G.		C-			C-
%		50			50
W.H.		S			
Abs.	0	0	0	0	0

Course: ELL NEW MEDIA 10
 School: Rick Hansen Secondary
 Teacher: Neufeld, Dennis

Comments/Ways to Support Learning:
 This quarter our class was an English Language Learner (ELL) focused group. This means that heavy adaptations were made to accommodate a wide range of language proficiencies. We focused on understanding infographics, analyzing graphic novels, and basic writing skills. Student scores in this course reflect their demonstrated ability in these areas at a level that is appropriate for their individual language proficiency. Working with an ELL teacher in our face-to-face and online environments, we collaboratively navigated this challenging course. Most projects were completed but not always on time.

Term	1	2	3	4	F
L.G.				C	C
%				60	60
W.H.				S	
Abs.	0	0	0	1	1

Course: PHYSICAL AND HEALTH EDUCATION 10
 School: Rick Hansen Secondary
 Teacher: Pickering, Chad

Comments/Ways to Support Learning:
 Physical Education 10 curriculum was delivered and assessed through four phases in each quarter: Personal fitness, Mental Health, Games, and Online participation. Personal fitness was achieved in the weightroom where students learned how to lift weights correctly and develop a plan that fit their needs and goals. Mental health was achieved through online assignments and community walks through nature, personal reflection, and being social with classmates. Games were taught and assessed on participation and applying success strategies across the four types of games: Invasion, Net-Wall, Target and Striking and Fielding. Online participation was assessed via weekly reflections about maintaining good physical and mental health through the pandemic. Kabir was usually an active participant in PE, however, incomplete online assignments greatly effected his overall grade.

Term	1	2	3	4	F
L.G.				B	B
%				75	75
W.H.				G	
Abs.	0	0	1	0	1

Course: ELL SCIENCE 10
 School: Rick Hansen Secondary
 Teacher: Bennett, Rory

Comments/Ways to Support Learning:
 This quarter Kabir has been demonstrating his Science knowledge through Project Based Learning. The structure of the Science 10 ELL course has meant Kabir has received scaffolded language support throughout the course. Kabir has displayed key competencies at a competent to proficient level. This is because of his application in group projects and presentation. He should be encouraged by his achievement this quarter.



Course: ELL SOCIAL STUDIES 10

School: Rick Hansen Secondary

Teacher: Schmidt, Michael

Term	1	2	3	4	F
L.G.		C-			C-
%		50			50
W.H.		N			
Abs.	0	8	0	0	8

Comments/Ways to Support Learning:

In Social Studies 10 this quarter, we had 3 weeks of online learning, 2 weeks of face to face instruction before winter break, 2 weeks of online learning, and finally 2 weeks of face to face instruction. We began our course by looking critically at where we get our news from in the Fake News Assignment. Next, students explored the questions of "How have residential schools impacted Canada's indigenous peoples? And what should we do about it?" They learned to research and created a final presentation to show their learning. After that, students learned about Canada's involvement in World War I, as we asked "How did Canada's participation in WWI impact Canada? And was it worth it for Canada to participate?" Again, students demonstrated their understanding through a final presentation, this time in a cross-curricular project with their English class. Finally, students gained a foundational understanding of government and politics in Canada and discovered some of their own political and social beliefs and values. Throughout the quarter, students developed their understanding of the course competencies of Social Studies Skills, Evidence & Interpretation, Cause & Consequence, Historical Perspective, Historical Significance, and Ethical Judgment.

Kabir demonstrated the course competencies to a Limited-Adequate level overall. He identified Historical Significance as an area of strength and Social Studies Skills as an area of growth. He recognized Ethical Judgment as a challenging area for him. He did his best work on the Residential Schools final presentation. He is encouraged to give a more concentrated effort throughout the semester, practice integrity by doing all his own work, and complete his assignments on time in order to reach his full academic potential.

In collaboration with the ELL teacher, the student received support as per their AIP. The student required adaptations to summative assessment to demonstrate their learning in the course. Student mark is based on the student's limited breadth of curricular competencies within the course and they may encounter difficulties at the next grade level in this subject area. Required to take Social Studies 11 next year.

Course: VISUAL ARTS MEDIA ARTS 10

School: Rick Hansen Secondary

Teacher: Harasemow, Haley

Term	1	2	3	4	F
L.G.		C+			C+
%		68			68
W.H.		S			
Abs.	7	0	0	0	7

Comments/Ways to Support Learning:

In collaboration with the ELL teacher, the student received support as per their AIP. The student required adaptations to summative assessment to demonstrate their learning in the course. In Visual Media Arts 10-12 this quarter we immersed ourselves in the digital design process of creating art. The course explored photo manipulation, stop motion techniques, 3D modelling, and video production, while connecting real-world software and program applications. Due to the nature of the school year, the students accessed all the course content through Canvas and blended online platforms. Kabir was able to demonstrate an adequate understanding of the design process and curricular competencies. Kabir needs to use class time more effectively in order to focus on his own skill acquisition.

Course: VISUAL ARTS: PHOTOGRAPHY 10

School: Rick Hansen Secondary

Teacher: Harasemow, Haley

Term	1	2	3	4	F
L.G.		C+			C+
%		70			70
W.H.		S			
Abs.	2	0	0	0	2

Comments/Ways to Support Learning:

In collaboration with the ELL teacher, the student received support as per their AIP. The student required adaptations to summative assessment to demonstrate their learning in the course. In Photography 10-12 this quarter we immersed ourselves in the ever-expanding digital photographic world through the design process. The course explored various popular styles, while gaining hands on experience with real-world equipment and editing software. Due to the nature of the school year, the students accessed all the course content through Canvas and blended online platforms. Kabir was able to demonstrate a competent understanding of the design process and curricular competencies throughout the quarter. Due to his late admittance to the course, Kabir did not have enough time to improve his skills.

Course: WORKPLACE MATHEMATICS 10

School: Rick Hansen Secondary

Teacher: Dewolff, Paige

Term	1	2	3	4	F
L.G.				A	A
%				86	86
W.H.				G	
Abs.	0	0	0	0	0

Comments/Ways to Support Learning:

Through self-evaluation, Kabir has identified a strength in taking risks when working on new projects/problems or with new ideas. They have shown personal growth in continued commitment even when challenges arise. Kabir worked hard throughout the quarter to improve his math skills, showing a noticeable improvement in his ability to communicate his math thinking and understanding. He was a leader in the classroom and was always willing to help other students when the class was working through activities. In collaboration with the ELL teacher, the student received support as per their AIP. Summative assessments were completed independent of adaptations. Great work and best of luck next year!

LETTER GRADES AND DEFINITIONS		WORK HABITS
A (86-100%)	Excellent or Outstanding Performance in relation to learning outcomes.	EXCELLENT (E) Responsibility: demonstrates an industrious work ethic, ready to work and learn. Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student. Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.
B (73-85%)	Very Good Performance in relation to learning outcomes.	GOOD (G) Responsibility: all assignments turned in, ready to work and learn. Cooperation: works well with other students and teachers, participates in class in a meaningful way. Independence: a self-directed learner, takes appropriate initiative and responsibility for learning.
C+ (67-72%)	Good Performance in relation to learning outcomes.	SATISFACTORY (S) Responsibility: most assignments turned in, usually ready to work and learn. Cooperation: usually works well with other students and teachers. Independence: often requires direction.
C (60-66%)	Satisfactory Performance in relation to learning outcomes.	NEEDS IMPROVEMENT (N) Responsibility: most assignments missing, frequently not ready to work and learn. Cooperation: does not work well with other students or teacher(s). Independence: needs one-on-one attention most of the time.
C- (50-59%)	Minimally Acceptable Performance in relation to learning outcomes.	
I	No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period.	
F	No demonstration of minimally acceptable performance in relation to learning outcomes for the course.	
W	Student has withdrawn from the course.	
SG	Standing Granted. Acceptable level of performance though normal requirements not completed.	
TS	Transfer Standing. Standing is granted based on records from an institution other than a BC school.	
RM	Requirements Met (for use with Graduation Transitions only)	

B.C. Graduation Program

Minimum 80 credits over Grade 10-12, including successful completion of the courses listed below. Students may have earned more than 80 credits but not have successfully completed all required courses. All Ministry-Authorized, Board/Authority-Authorized, or post-secondary courses count toward graduation.

- The graduation requirements below are designated by a code number (e.g. 1-13):
 - 1 = Language Arts 10 (4 credits)*
 - 2 = Language Arts 11 (4 credits)
 - 3 = Language Arts 12 (4 credits)
 - 4 = Social Studies 10 (4 credits)
 - 5 = Social Studies 11 or 12 (4 credits)
 - 6 = Mathematics 10 (4 credits)
 - 7 = Mathematics 11 or 12 (4 credits)
 - 8 = Science 10 (4 credits)
 - 9 = Science 11 or 12 (4 credits)
 - 10 = Physical and Health Education 10 (4 credits)
 - 11 = Arts Education and/or Applied Design, Skills and Technology 10, 11 or 12 (4 credits)
 - 12 = Career Life Education (4 credits)
 - 13 = Career Life Connections (4 credits)
- * If more than one course is designated as meeting requirement 1, then 2 credits from each course are being counted toward the requirement.
- In addition to the above 13 requirements, students need 28 credits for Elective Courses (00). Minimum of 16 of 80 credits, including Language Arts 12, must be at the Grade 12 level. Plus, students must meet the Literacy Graduation Assessment requirement (15) and the Numeracy Graduation Assessment requirement (16).

All Grade 10 and 11 courses are reported as Final % only, even for courses where an exam may have been written.

	PRINCIPAL'S SIGNATURE	PARENT/GUARDIAN: Keep this copy for your records.
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