

## **Elementary Provincial Report Card**

	Ministry of Education			<b>Date</b> : 19-June-2024						
Student: Mata Taranun				OEN: 147-842-447 Days Absent: 3		Total Days Absent: 6				
Grade: 6	Teacher: L. McLaughlin			Times Late: 0	Total Times Late: 1					
Board: Sudbury Catholic District School Board				School: St. David School						
Address: 165 D'Youville St Greater Sudbury ON P3C 5E7				Address: 549 Frood Road Sudbury Ontario P3C 5A2						
		-	Principal: D. Wemigwans			Telephone: 705-674-4096				
GRADE IN SEPTEMBER	<b>→</b> 7									
Religious and Fami	ily Life Education									
	ful during our class visits to Chris nportance of the Lenten season a				icipated actively dui	ring mass, and she ha	as a de	eper		
Learning Skills ar	nd Work Habits		E - Excellent C	G - Good S - Satisfa	nctory N - Needs Imp	provem	ent			
Responsibility		S	Е	Organization			G	Е		
<ul> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>				<ul> <li>Devises and follows a plan and a process for completing work and tasks.</li> <li>Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>						
Independent Work		Е	Е	Collaboration			Е	Е		
tasks and meet goals.	priately to complete tasks.	<ul> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.</li> </ul>								
Initiative		E	E	Self-Regulation			E	E		
<ul> <li>Demonstrates the caprisks.</li> <li>Demonstrates curiosit</li> <li>Approaches new tasks</li> <li>Recognizes and advoothers.</li> </ul> Strengths/Next Ste Mata is a responsible sher learning materials well when doing group	quickly. She works well alone, and learning activities. She is accepti	<ul> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul> Ind completing her homework. Mata has an organized desk, and she can find ds assistance from the teacher to complete assignments. Mata works very inions and ideas of others, and she actively contributes to the group as well.								
work. Mata consistently positive things to the le	signed tasks is something Mata d y follows school and class rules a earning environment: a keen intell She would often use her knowled	ind rou lect, go	itines. I ood foc	t was a real gift, having us, and great work ethi	ng Mata in the classro c. Mata is a talented	oom this year. She ad I writer, gifted artist, a	ds so r and a v	many ery		

played the recorder, ukulele, and kalimba very well. Great job this year Mata, have a wonderful summer, and good luck in grade 7!

Student: Mata Taranun OEN: 147-842-447 Grade: 6 Report Subject Strengths/Next Steps for Improvement 2 Literacy Connections and Applications, Foundations in Language, Comprehension, Composition

Mata has been exposed to many reading comprehension strategies this term. She consistently rereads the text Language  $\square$ NA to find information and evidence and she also does a very good job at connecting personally with the material B+ that is read. Mata was successful at writing a variety of poems this term, and she also did a great job writing a persuasive essay. Mata followed different writing formats, used strong words, and did a good job using SSL/ELD punctuation. Mata had to perform a speech this term about a person who had a positive influence on the ☐ IEP human race. She did so with success. Mata used body language, tone of voice, and enthusiasm to add to her performance. Mata was a respectful listener when her fellow students were presenting their speeches. Mata should continue reading a variety of texts out of school this summer, and he should try to connect with the material read. French Mata always uses suggested strategies to engage in rehearsed and spontaneous interactions in French and NA communicates simple needs and opinions, with success. During simple class reading experiences, Mata Listening follows along and responds accordingly. Mata completes written tasks by following examples and often adds extra detail. Over the summer, Mata is encouraged to explore interactive websites and to initiate brief ☐ESL/ELD ☐IEP B+ Aconversation in French, whenever possible. (Mme Bozic) Speaking ESL/ELD IEP В A-Reading □ESL/ELD □IEP B+ A-Writing ☐ESL/ELD ☐IEP Α Α ☐Core ☐Immersion ☐Extended Oral Communication, Reading, Writing **Native Language** ESL/ELD IEP  $\sqrt{NA}$ Number, Algebra, Data, Spatial Sense, Financial Literacy

Mata demonstrated a strong ability to recognize, describe, and perform flips, slides, and turns of different **Mathematics** shapes this term. The concept of algebra was investigated this term, with examples relating its use in everyday Α life. Mata learned and demonstrated a solid understanding of the concept of equality and using her common sense to solve for variables (unknowns) in an equation. Mata has explored number and geometric patterns, SSL/ELD along with understanding them better. She should continue to look for these patterns beyond school, in an IIEP attempt to better understand them. Mata studied the concepts of earning, borrowing, saving, and investing money this term. Mata also demonstrated a solid understanding of interest rates, and she solved problems that French involved trying to reach short-term and long-term financial goals. STEM Skills and Connections, Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems Science and Technology In science this term, Mata investigated the concept of flight, including: how different animals fly, flying devices invented by humans, and factors that affect flight. Mata performed experiments using paper airplanes and Α paper rockets. She did a great job at completing Internet research, observing her experiments, and participating in class discussions related to flight. Mata is encouraged to watch videos at home related to ESL/ELD science, to observe the amazing aspects of science that surround her everyday, and everywhere. ☐ IEP French

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Student. Mata Taranun				OLIV. I	147-042-447 Glade: 0
Subject		ort		Strengths/Ne	lext Steps for Improvement
	1	2			•
□ESL/ELD □IEP □French	A-	B+	the factors that shape the conomy, culture, and to how various ethnic comearly years (e.g., the Chpolitical, economic freed were explored. Mata de her ability to empathize individuals/communities	has shown interest in unem. She is developing echnology influence the munities have made signinese, the Ukrainians, doms, healthcare, and comonstrated a good undwith diverse groups by in history which can he	nd Identity, People and Environments in understanding how communities have evolved over time and any an understanding of how various factors, such as geography, the development and transformation of communities. She learne significant contributions to the development of Canada in its s, the Irish). Discussions on the push and pull factors of religious deducation being the reasons why people immigrate to Canada inderstanding of the concepts covered. She can further develop by exploring the experiences of marginalized help broaden her perspective and foster inclusivity. Mata is eatest ability. (S. Turner)
Health and Physical E	ducat	ion	Mata learned about the	short term and long ter	erm effects of alcohol, tobacco, vaping, and certain types of
Health Education:			drugs like cannabis. She	e was an attentive liste	tener during lessons, and she studied hard for the test. Sher wa
Healthy Living		1 .	also a good participant i mind, and to practice th	in the Kids Have Stress e avoidance strategies	ss program. Mata is encouraged to keep these health effects in s mentioned in class if she is ever in a situation where these
□ESL/ELD □IEP	Α	Α	substances are present		
French			ı Mata is an active partici I gymnasium. She was ir	pant during DPA (Daily troduced to softball, ba	ly Physical Activity) sessions, as well as time spent in the basketball, and handball this term, and she demonstrated skill
Physical Education: Active Living, Movement Cor	nneten	ce	and ability in both. Mata	has good sportsmans	ship and treats her adversaries and teammates with respect.
□ESL/ELD □IEP	B-	В	She is encouraged to st	ay active outside of scl	chool.
French	D-	Ь			
The Arts					with skill this term. She also worked on her own dance routine well. Mata is encouraged to continue to observe different forms
Dance French			of dance in and out of s	chool, in an effort to ap	appreciate the diversity of dance in the world.
□ESL/ELD □IEP □NA		B+	Drama was assessed d	uring the first term. Le ukulele this term. Sh	She played songs with a few different chords, and a few different
Drama French			strumming patterns. Ma	ta listened attentively, v	worked hard, and played well. She is encouraged to listen to
□ESL/ELD □IEP ☑NA	A-		and watch music, and to complement each other		it instruments being used, to better understand how they
Music French		1	Mata completed a painti	ing, a sculpture out of r	f modelling clay, a one-point perspective drawing, and an origan
□ESL/ELD □IEP □NA	Α	Α	project this term. Her wo explore art forms outsid		aling, creative, and very neat. She should continue to look at ar
Visual Arts French		1		o or correct.	
□ESL/ELD □IEP □NA	A-	Α			
☐ESL/ELD ☐IEP					
☐French ☑NA					
Early Reading Scree ERS completed: yes			· ———	2 Only: ear //////	Benchmark met: yes □ no □
	ary Pro	vincia	l Report Card (Please have	your child complete the	he form below, and return it to your child's teacher.)
Student:			Grade:	OEN:	Teacher:
Mata Taranun			6	147-842-447	L. McLaughlin
Student's Comment  • My best work is:	S				
• My goal for improveme	ent is:				

Student's Signature

X

Student: Mata Taranun OEN: 147-842-447 Grade: 6

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with a some effectiveness.  Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness.  Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
1	Insufficient evidence to assign a letter grade

**ESL/ELD** - Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP - Individual Education Plan

NA - No instruction for subject/strand for reporting period

exact copy		o Student Record (OSR) fo	e retained for reference. The original or an older and will be retained for five years after
Teacher's Signature	x	Principal's Signature	x Divenignans

Elementary Provincial Report	Card (Please d	complete, sign, and detach the form	below, and return it to you	r child's teacher.)	~
Student:	Grade:	OEN:	Teacher:		
Mata Taranun	6	147-842-447	L. McLaugh	ılin	
Parent's/Guardian's Comments		•	<u>.</u>		
My child has improved the most in:					
I will help my child to:					
I will help my office to.					
☐ I have received this report card.	Daro	nt's/Guardian's name (please print)	Signature	Date	
<u> </u>		ints/Guardian's name (piease print)	X		
I would like to discuss this			^		
report card. Please contact me.	Telep	hone <i>(day)</i> :	Telephone (evening)	:	
	·				