

Learning

Student name: Ziyah Reed Date: March 2023

Update TERM 2

CEDAR HILL MIDDLE

Grade: 7

Attendance:

Teacher descriptive feedback

Ziyah is a kind, social, and inclusive member of our classroom community. Being such a caring individual, they thrive as a peer- and teacher-helper, and Ziyah is usually enthusiastic about ways to take a leadership role in class and on the playground. This term Ziyah has taken a particular interest in the Arts, with our school musical coming up. They helped paint beautiful backdrops and joined the dance troupe. When Ziyah is working towards achieving a goal and something is particularly tricky, they can get really discouraged and struggle to find ways to persevere. It is important for Ziyah to understand that this happens to all of us, they are not alone, and that when we use helpful strategies, we can always find a solution.

In addition to grade level goals, Ziyah is also working towards the goals outlined on their Individual Education Plan (IEP). Descriptive feedback on their progress is included in relation to their curricular and core competency goals.

Our next steps in Term 2 will be to build on Ziyah's goal-setting and achievement by focusing on strategies to support them to persevere as well as ways that work best for them to reframe, problem solve, and get through challenges. I am really excited to learn with Ziyah in Term 2!

Areas of learning	Proficiency Scale Indicator	Descriptive Feedback
English Language Arts	Emerging	<p>Ziyah is beginning to construct meaningful personal connections with books they have listened to, movies they've watched, and what they have seen in the world. They are predicting what will happen in stories based on their own experiences. Ziyah has been finding or making a picture, or acting it out with a teacher to visualize what is happening in the story. They are also summarizing and retelling the story beginning, middle and ending with prompting questions and visual scaffolds.</p> <p>In addition to grade level English Language Arts learning standards, Ziyah is learning to hear the sounds in words and match sounds to letters. At the beginning of the term, they were working on hearing the first letter in a short word. Now, they are learning to pull apart the sounds of 3-sound words. They have been creating a personal dictionary with letters and corresponding printed pictures that start with that letter sound. Ziyah is writing in many mediums (sand, whiteboard, journal) to practice their letters, and especially to write their first name. As a result of their eagerness, they will continue learning to read and write.</p>
Mathematics	Developing	<p>Ziyah has been working on being able to learn about quantities and relationships between them such as greater than and closest to a half or a whole. With manipulatives and circle graph pictures, they have been exploring different ways to see and recognize their learning. Ziyah is working on counting and computing units of Canadian money (coins and bills) up to 10. Using manipulatives, they are identifying 1:1 correspondence of the value of each number up to 10. Ziyah is beginning to count mixed combinations of coins and bills and money proportions. Moving forward, Ziyah will be support with, and is encouraged to practice real world problems with numbers such as buying something at the upcoming school treat sale or while out in stores with family.</p>
Science	Emerging	<p>Ziyah is able to engage in hands-on science learning such as experiments. They really enjoyed our egg drop challenge to demonstrated their understanding of gravity! In order to support Ziyah's learning, they will be practicing using a template to identify the steps of a science procedure. Next steps for Ziyah are to use the template provided to observe, measure, and record data on our next unit on mixtures.</p>
Social Studies	Developing	<p>With support, Ziyah is beginning to understand the process of inquiry by asking great questions and gathering information during our learning on inspirational people in past and present (ie: Nelson Mandela). Their next goal will be the share two things that they have learned with their peers. We will practice this together, Ziyah!</p>
Physical and Health Education	Emerging	<p>Ziyah is working on taking a leadership role in PE, helping Mr. E. gather the equipment needed for the day's learning, and handing it out to their peers. They stay with the class for longer periods of time, now, and get to choose between two different ways of participating in the activity.</p>
Arts Education	Developing	<p>Ziyah has been participating in our school musical creating props and dancing with our troupe. In the dance troupe, they are working on learning the steps. Ziyah has excellent expression to convey the feeling the dance hopes to share with the audience. They have transferred acting out the stories in ELA to their dramatic dance performances.</p>

Self-assessment of Core Competencies and goal setting	
My goal:	My reflection:
<p>I can do things that bring me joy and satisfaction and notice that I play a role in my well-being by setting a goal, using strategies to persevere, and celebrating my efforts and accomplishments.</p>	<p>“It’s fun to set a goal in my goal book. I like when we dance when I meet my goal.” (insert pic & QR)</p> <p>My team notices that I am more involved and happier to participate in ELA, Science, PE and Art when I:</p> <ul style="list-style-type: none"> ● choose a goal from a visual goal-bank of 3 that my teacher offers at the beginning of the block ● use a strategy to achieve my goal (Using strategies works best when my teacher reminds me of ones that work well for me or new ones they think I might like, as well as reminds me how to use them successfully.) ● have a visual cue of the strategy on the table because sometimes I forget (When I see the picture to remind me, or someone gives a quick point to the strategy visual, I don’t get frustrated in the same way I used to.) <p>Next steps will be supporting me to reflect on which strategies work well for me and why, and which ones don’t, so that I start to see the important agency and role I have in my own success and happiness.</p>
<p>I respond meaningfully to my friends and teachers by asking for help from a peer or adult when I find something tricky, and saying thank you when someone helps me or does something nice.</p>	<p>“I ask Myla for help. I ask Mr. G. for help. I forget to say thank you sometimes.” (insert pic & QR)</p> <p>My team notices that when I’m frustrated in class or the playground, it helps to redirect my energy and reduce my frustration when I:</p> <ul style="list-style-type: none"> ● ask a friend or teacher for specific help ● use the ways Mr. G. taught me to ask for help in different situations (i.e. academic frustration vs social frustration) ● role-playing different situations with a teacher and/or peers so I can practice using helpful ways when I’m calm. I have had lots of success asking for help and showing gratitude for help when I’m calm. I’ve been able to ask for help a few times when I’m upset and I know I can do this more often, even when it’s a tricky time. <p>Our next steps are to keep practicing with role-playing and to listen for whisper prompts or look for visual cues in tricky situations because practice makes progress!</p>