



UCC

UPPER CANADA COLLEGE

Upper Canada College June 2021 Final Report Card

Prepared: June 30, 2021

Student Name: Jiashen Tian

Student ID: 108246

Grade: Year 11

Advisor: Felipe Nilo

This copy of the report card should be retained for future reference. The original or an exact copy has been placed in the student's OSR folder in respect of the student and will be retained for five years after he retires from school. Every effort has been made to ensure that all entries are a clear indication of the achievement of the student. If you wish to review the information contained in the OSR folder, please contact the Principal. Each student and the parent(s) or guardian(s) of a student who is not an adult are entitled to have access to the student's OSR.

All courses coded with a 3 or 4 designation are subject to Full Disclosure in accordance with Ministry of Education policy. All such courses in which a student is still registered five days after the issue of the January Report will be recorded on a student's Ontario Student Transcript (OST) whether the course has been successfully completed or not. In addition, any repeated courses will be recorded on a student's OST.

Your son's attendance will be reported through Bluenet. Please login to Bluenet by clicking the following link <https://ucc.myschoolapp.com/app#login>. Instructions can be found here: [How to check attendance in Bluenet](#).

Samuel McKinney
Principal

Summary of Achievement

IB Diploma - Academic Term 2 - 2020 - 2021

Subject	Self						IB/OSSD
	Social	Management	Communication	Thinking	Research	Exam	
SL ENGLISH A - LANG & LIT ~ ENGLISH - ENG4U Credit 1.0 SL Gillian Levene	Excellent	Excellent	Excellent	Excellent	Excellent	--	6+ / 96

Over the course of our final two units of study, Jayson was an active, enthusiastic, thoughtful and collaborative member of the DP Language and Literature class. In particular, he has modelled positivity and maturity, and I have no doubt that he will continue to flourish in his transition to Y12. He showed exceptional nuance in his understanding of Greek tragedy in his essay on the impact of failed leadership, which was also highly organized and displayed a range and depth of literary features. He showcased a similarly towering level of critical investigation and interpretation in his oral commentary on the relationship between oppression and social change, focusing on different subsets of the main idea. I appreciate, overall, his mature approach to new tasks, which display his eagerness to learn, challenge himself, and understand new ideas. With laser-like focus, initiative, and an excellent interdisciplinary knowledge bank, Jayson brings considerable ability to the discipline.

SL FRENCH B ~ STANDARD FRENCH - FSF4U Credit 1.0 SL Andrew McCubbin	Good	Excellent	Good	Good	Good	5	7- / 97
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It has been a pleasure working with Jayson in French. He has gone from strength to strength this year, improving with each new challenge. He attributes his improvement to a genuine interest in the subject. He says that he spent a lot of time in the beginning of the year watching French YouTube videos on culture and making notes of authentic expressions. The more that he watched and experienced, the greater his thirst for learning grew. This approach helped him to improve his communicative skills as well as comprehensive skills. In terms of achievement, Jayson has - not surprisingly - excelled in oral comprehension. He has also shown great strides in his written expression, where he is able to incorporate many of the authentic language constructs that he has learned through independent study. The area in which Jayson has struggled most is that of spontaneous oral production. While the other skills can be augmented independently, speaking is difficult to practice individually. If Jayson is serious about improving his speaking over the summer, I suggest that he connect with some of his classmates. A couple of them have set up a weekly Google Meet in order to practice. This would be incredibly helpful. I would be happy to facilitate.

Subject	Social	Self Management	Communication	Thinking	Research	Exam	IB/OSSD
HL ECONOMICS ~ THE INDIVIDUAL AND THE ECONOMY - CIE3M Credit 1.0 HL Craig Parkinson	Excellent	Excellent	Excellent	Excellent	Excellent	7	7 / 98

Jayson is a strong student with an advanced work ethic and self-disciplined approach to learning. He is reliable and always puts in a great effort on all assessments. In general, Jayson made positive improvements in his ability to think critically, discuss different perspectives and analyze economic theory and concepts. He was able to demonstrate a very high level of knowledge and understanding of subject-specific content and concepts. As well, his critical thinking skills and ability to analyze the course material is above average. Such attributes are being reflected in all assessment categories, wherein Jayson achieved solid results. His focus and participation were notable and his knowledge of the subject was evident. I truly hope that he continues to enjoy the subject of economics and finds success in Y12.

HL BIOLOGY ~ BIOLOGY - SBI4U Credit 1.0 HL Lauren Del Bel	Good	Excellent	Excellent	Excellent	Excellent	7-	7 / 99
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Jayson is a confident, motivated learner with a clear affinity for Biology. He has a strong understanding and appreciation for the content and a drive to learn more, often asking questions and searching for deeper learning. On tests this year, he has consistently demonstrated an excellent understanding of the biology concepts covered, and his final exam was no exception. His Chromosome Packaging and Histone Modification BioGIFy assignment was excellent! His GIF conveyed a complex concept in a creative, engaging way, and his write-up clearly addressed common misconceptions related to this topic. His GIF will be a useful study tool to refer back to in the future. I know Jayson will continue to approach Biology with interest and a strong work ethic, and I look forward to working with him more next year.

SL CHEMISTRY ~ CHEMISTRY - SCH4U Credit 1.0 SL Lulu Wang	Excellent	Excellent	Excellent	Excellent	Excellent	6	7- / 97
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A kind, generous and diligent student, it has been a pleasure teaching Jayson this year. Letting the content of each class guide him, he quickly navigates through content to think about larger, interdisciplinary concepts. Bridging material from Chemistry into other sciences such as Biology has always been a strength of his. During virtual learning, he regularly engaged with the online lessons, completed and uploaded work and asked for clarification when required. I commend him on his diligence and commitment during this unprecedented time. Jayson found some challenges on the Energetics Test but took this as a wake-up call to reevaluate his depth of knowledge. Asking for more questions and resources, he took time in the other term to master the content of the Energetics Unit. Producing a well-written June Exam, Jayson continued to work diligently until the end of school. I would like to commend him on his continuous efforts to grow as a student. I hope he has a restful summer and I will see him in September.

Subject	Self						Exam	IB/OSSD
	Social	Management	Communication	Thinking	Research			
HL MATH APPL. & INTER. ~ MATHEMATICS OF DATA MGMT - MDM4U Credit 1.0 HL Marc McGuire	Excellent	Excellent	Excellent	Excellent	Excellent		7	7 / 99

Jayson has been an absolute pleasure to teach this year. He is a very diligent and intelligent student and has worked hard in math throughout the year. His results have all been excellent and his final exam was no different. He should be very proud of himself and I look forward to seeing him again in the fall. Have a great summer, Jayson!

THEORY OF KNOWLEDGE ~ INTERDISCIPLINARY STUDIES - IDC4U Credit 1.0 Thomas Babits	Good	Good	Good	Excellent	Good	--	A / 98
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Jayson had an excellent year as he continued to be focussed and diligent throughout the second term. His final Exhibition was very good and relevant. He showed that different values bring different perspectives, enriching knowledge. His essay was an insightful, clear and critical exploration of the selected title. Well done!

High School - Academic Term 2 - 2020 - 2021

Subject	Final Grade	Status
CAREER STUDIES (PART 1) - GLC2O Credit .5 Brian McDonald	--	

An excellent job on both your resume and university exploration assignments as indicated by your mark of 97%, Jayson. Enjoy the summer break and I look forward to seeing you back on campus in September.

CREATIVITY, ACTIVITY, SERVICE **Elaine Ticzon**

The Ontario Secondary School Diploma requires that 20 hours of service be completed. At this point Jayson has 30 hours completed in his ManageBac portfolio. In addition, the IB requires the completion of experiences and reflections in all three strands of Creativity Activity and Service, and a project. He has started, but needs to add more experiences to his portfolio in ManageBac.

UCC Clubs - Biology Club

Chandra Boon

As Head of the Biology Club, Jayson was a highly organized and engaged leader. He chose interesting and challenging topics to discuss, and he designed the presentations. In addition, Jayson led brainstorming sessions about a club research project, and organized the writing of the British Biology Olympiad (BBO). The topics discussed during meetings were chosen in order to extend the Biology curriculum and assist in preparation for Biology contests such as the BBO. Expanding contest preparation and designing a club investigation are some of the goals for next year.

UCC Clubs - DECA

Scott Bruce

Jayson competed in the ETDM event this year. I was pleased to see him do well at the regional event, qualifying for the Provincial Championships where he competed against approximately 200 teams from across Ontario. Next year, I hope he is able to continue to participate in the club.

UCC Clubs - Digital Arts Club

David Holt

We were pleased to enjoy Jayson's active and engaged participation in the club throughout this year. This included preparing some lessons and assisting other students. We are delighted he will take over as Club Head next year and I look forward to working with him!

UCC Clubs - Horizons

Elaine Ticzon, Jyoti Sehgal

During the first term, Jayson participated in the Horizons high school program. He led a small group of grade 9 and 10 students in weekly, online discussions and activities. Scott contributed well in the small group sessions, showing interest in working with younger students. I thank him for his involvement and hope he continues with community service in the future.

UCC Clubs - HOSA

Amit Morris

Thanks to Jayson for participating in the HOSA club; we hope he found it a good learning experience that we'll have him involved again next year.

UCC Clubs - STEM Committee

Paul Miskew

Even with the difficult circumstances due to the pandemic, the STEM committee accomplished a lot during our inaugural year. As a club, we promoted various competitions, launched the UCC STEM website, and established a STEM fellowship chapter. We are excited for next year as we work to help promote and enrich the UCC STEM experience through sharing multiple perspectives and helping to cultivate connections. I commend Jayson for his leadership in establishing this club, but more importantly his attention to developing a club with the structure to grow and thrive. His attention to detail and reflective nature is essential in moving this club forward. I look forward to seeing Jayson work next year to establish projects that highlight students works. A cricket farm on site is not out of the question. Jayson, I am excited to have this opportunity to work with you again. Have a wonderful summer.

Subject	Final Grade	Status
Extended Essay		Meeting expectations

Advisor Comments

Our Head of House and leader of McHugh's, Jayson has had a very successful year. Jayson proved to be an excellent Head of House in his first few house meetings, being very well organized and working great with the leadership team. Besides being very involved with the house, Jayson is also a very active member in the Biology Club, DECA, HOSA and the Digital Arts Club. Academically, Jayson is a very strong student in Biology and Economics, subjects that he finds very interesting. He has found French a challenging course, but he has been working hard to improve his speaking and comprehension skills, at times practising speaking in French with me during the brief moments we met face to face. I can say that he is a very good French speaker. Although the pandemic left many of us restricted as far as sports and indoor activities are concerned, Jayson has found a way to take his time and concentrate on running a tutoring organization, as well as working on his drawing skills. The restrictions have been hard for Jayson, especially having to work from home and getting motivated to get his work done, but he has worked through these issues well. I am looking forward to working with Jayson next year as leader of McHugh's house, and can't wait to see what he has in store for all of us.

Felipe Nilo
Advisor

Grade Descriptors

Grade Descriptor

7 The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

6 The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

5 The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

2 The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

Grade Descriptor

- 1 The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
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N/A Not Yet Assessed.
