



Learning Update

Reported up to: December 10, 2025

Matthew Cui

PEN: 134690494

Grade 10



Burnaby North Secondary School  
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School Message

A reminder that all students should have recently brought home self-assessments from each of their classes.

Term 1 Report Cards are a snapshot of how your child is currently doing in each of their classes.  
Please reach out to individual teachers with questions or concerns.

IMPORTANT DATES:

- |                     |  |
|---------------------|--|
| December 19th       | Last day of school before Winter Break.                  |
| January 5th         | School re-opens after break (Day 1).                     |
| January 19th – 23rd | Assessment Week. Alternative activities will be planned. |
| January 21st        | BNSS Open House  |

Merry Christmas and Happy New Year!

Student Plans And Programs

- |  |   |  |
|--|---|--|
| Individual Education Plan <input type="checkbox"/> | Student Learning Plan <input type="checkbox"/>  | Annual Instructional Plan <input type="checkbox"/> |
| French Immersion Program <input type="checkbox"/>  | Mandarin Language Arts <input type="checkbox"/> |  |

AP COMPUTER SCIENCE PRINCIPLES 12

Term 1: 99% (A)

Mr. John Janetka

Term 1 Comments: Matthew made excellent progress this term. His knowledge and application of digital communications concepts is proficient. His ability to read and analyze beginner level code is proficient. His ability to write beginner level code segments is proficient. A detailed list of individual assessments is available from Matthew's MyEd account.

Attendance:          Absent: 0          Late: 0

**CAREER LIFE EDUCATION**

Term: 100% (A)

**Burnaby Online Program**

Ms. Melody Thomson

Term Comments: December 2025 - excellent work has been done answering questions in the first assignment of the course (in the Personal Identity unit). At this time I cannot find any areas for improvement. Approximately 5 percent of the course has been completed.

Attendance:          Absent: 0          Late: 0

**EN 10: EFP LITERARY STUDIES ENRICHED**

Term 1: 88% (A)

Mr. Dan Roberts

Term 1 Comments: Currently, this is the student's level of understanding/skill, at this point in the course, in the following curricular categories:

Exchanging Information: Proficient

Written Expression: Extending

Thinking Critically, Creatively, Reflectively: Extending

Making Connections: Extending

Below, the student has commented upon a significant learning as well as an area for growth. (If the student has not provided a reasonably accurate representation of their term's progress, the teacher will have provided an additional comment.)

In this course, I have shown that I can answer questions thoroughly and capture the main ideas clearly, which shows my strong and thorough understanding of the material. I've especially learned about Indigenous perspectives in Braiding Sweetgrass, including reciprocity, respect for the land, and a style of life of living off the land which really opened my eyes, changed my perspective and introduced me to ways of thinking I had never considered before. At the same time, I can improve by adding more examples, connections, and quotes to my work to deepen my analysis and make my points stronger. Overall, I am proud of the progress I've made and motivated to keep improving.

[Matthew is encouraged to focus on improved listening skills during presentations. As an audience member, he often initiates conversation with friends, which is disrespectful of the presenter and a distraction to the rest of the audience.]

Attendance:          Absent: 1          Late: 4

**EN 10: EFP SPOKEN LANGUAGE ENR**

Term 1: 88% (A)

Mr. Dan Roberts

Term 1 Comments: See EN 10: EFP LITERARY STUDIES ENRICHED for commentary.

Attendance: Absent: 1 Late: 0

**FRENCH 11: CORE ENRICHED**

Term 1: 96% (A)

Jesse Pepler

Term 1 Comments: Matthew consistently demonstrates excellent speaking, reading and reading skills in French. He can easily learn new content and show its function in his written work. He actively participated in class and continues to work on maintaining focus and maturity in class.

Attendance: Absent: 0 Late: 0

**PHYSICAL AND HEALTH EDUCATION 10**

Term: 100% (A)

**Burnaby Online Program**

Ms. Sheri Delmaestro

Term Comments: December 2025 - Matthew enrolled in this course in September and is now 14% through. He has demonstrated the ability to set effective SMART (Specific, Measurable, Achievable, Realistic, and Time Based) goals for his fitness and health. Matthew has also demonstrated understanding of the important health benefits of regular physical activity. This term's mark is based on 14% of the course completed.

Attendance: Absent: 0 Late: 0

**MATH 11: PRE-CALCULUS HONOURS**

Term 1: 100% (A)

Ms. Cindy Lynch

Term 1 Comments: Matthew is able to solve a variety of simple and complex problems involving quadratic functions, quadratic equations, and trigonometry. Matthew continues to work on reviewing on a regular basis in order to solidify learning. Moving forward, the goal is to continue learning to solve problems creatively and apply multiple strategies in preparation for the Waterloo math contest in February.

Attendance: Absent: 0 Late: 1

<b>SCIENCE 10</b>	Term 1: 99% (A)
Adam Taylor	
Term 1 Comments: Matthew can work effectively & independently while demonstrating an extended understanding of the term concepts. Matthew participates confidently in all aspects of class without prompting in addition to insightfully applying this knowledge to a variety of situations ranging from basic communication & application to complex problems involving analysis, evaluating, questioning, and predicting. In the future, Matthew could utilize this knowledge and understanding to contribute to a positive classroom environment by assisting peers with their understanding.	
Attendance:                  Absent: 0                  Late: 1	
<b>SOCIAL STUDIES 10</b>	Term 1: 96% (A)
Mr. Clyde Sokugawa    Kaylie Yoon	
Term 1 Comments: Your child demonstrates a basic understanding of concepts and competencies in Social Studies 10. They are able to use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data. Student is able to communicate findings and decisions in written form. Your child is encouraged continue to use resources provided to build background knowledge on topics we are covering to verbally demonstrate proficiency of learning.	
This report is just a snapshot of your child's progress. The current mark reflects your child's current progress. There will be many more opportunities for them to demonstrate proficiency of learning in Social Studies 10 in Terms 2 and 3.	
Attendance:                  Absent: 1                  Late: 0	

Letter grade	Percentage range	Definition
<b>A</b>	86–100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
<b>B</b>	73–85	The student demonstrates very good learning in relation to the learning standards.
<b>C+</b>	67–72	The student demonstrates good learning in relation to the learning standards.
<b>C</b>	60–66	The student demonstrates satisfactory learning in relation to the learning standards.
<b>C–</b>	50–59	The student demonstrates minimally acceptable learning in relation to the learning standards.
<b>F</b>	0–49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
<b>SG</b>	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.
<b>TS</b>	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
<b>IE</b>	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.

Principal's Signature