



## Report Card 2022/23 Semester 1 - Middle School

**Student Name:** YILIN CHEN  
**Student ID:** 65001  
**Grade Level:** 7  
**Date of Birth:** June 11, 2010

**Principal:** Mr. Benjamin Devere White  
**Director:** Ms. Narvinder Ahuja

Subject	Teacher	Q1	Q2	Q3	Q4
Art - 7	Foss, Debbie	A	B		
Computer Science - 7	Hefner, Mark	C+	C		
English Language Arts - 7	Schoenlaub, Sandy	A+	D		
General Science - 7	Parker, Justin	A+	B		
Mathematics - 7	Russell, Katelynn	B	C		
Music 7	Bradley, Kevin	A+	F		
Physical Education - 7	Saokaew, Chatree	A	B+		
Thai Language and Culture-7	Jaijan, Viratha	D	C+		
World Cultures and Geography 2	Rozendal, Hendrik	B	B+		
Spanish - Beginner	Liendo Navarro, Andrés	A	A+		
PSHE 7	Herring, Taylor	A+	A+		

**Semester 1 GPA: 2.73**

### Grade Level Benchmarks - Descriptive Key

Performance	Descriptor	Student Descriptor
Exceeding	The student is exceeding the standard; they are performing above grade-level standard.	I really understand the content in this class. I am able to apply and transfer what I learned.
Meeting	The student is meeting the standard; they are performing at grade-level standard.	I know the content just the way my teacher taught it.
Approaching	The student is approaching the standard; they are expected to meet the grade level standard by the end of the academic year.	I know some of the simpler stuff but I struggle with the harder parts.
Developing	The student is not performing at grade level; accommodations and modifications are required.	I struggle with most parts of the class.
Insufficient Evidence	Student has not submitted enough evidence for this to be assessed.	I didn't do my work.

### Learning Behaviors - Descriptive Key

Category	Learning Behavior
Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.

### Attendance Records

Total School Days (Academic Year 2022-23): **180**

Total Days Absent (Semester 1): **0**

**Remark:**

This report card is invalid for transfer purposes without an official stamp from the school.

### Certified True and Correct by:

**Mr. Benjamin Devere White**  
School Principal  
16 December 2022

## Art - 7

### Teacher Comment:

Grade 7 drew a Pop Art Soda can, a research pop Art report, a Pop Art Slide presentation, painted animals far & nearby in their environment, self portrait in the style of Arcimboldo, drew My Hero / My Heroine. Joakim is motivated and completes artwork on time.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

#### Grade Level Benchmarks

Methods, Material and Technique	2D and 3D art processes, techniques and materials.	3
Observation, Abstraction, Invention and Expression	2 D and 3 D artwork from direct observation, memory, symbolic imagery, personal invention conveys ideas and emotions.	3
Critical Response	Demonstrate the ability to describe their own work and that of others to represent ideas, simplification, abstraction or symbolism.	3
Elements and Principles of Design	Color, Line, Texture, Shape, Space.	3

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

#### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	3
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	3
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	3
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	3

**Final Grade:**

**B**

# Computer Science - 7

## Teacher Comment:

In Q2, G7 students studied APA formatting before writing a digital literacy essay on topics they studied in Q1. They then created a video on ESLOs as a group project choosing their teammates. This was followed by a Google's Applied Digital Skills lesson on Google Slides which culminated in a prestation in front of their classmates. They then studied GIMP which is an open source app very similar to Adobe Photoshop.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Safety and Security	Safe and secure use of digital communications technology.	1
Ethics and Laws	Proper ethical and legal use of digital communications technology.	1
Interpersonal and Societal Impact	The use of digital communications technologies to have a positive societal impact.	1
Computing Devices	Understand the ubiquitous use of computing devices.	2
Digital Tools	Using digital tools to create and manipulate artifacts.	1
Collaboration and Communication	Collaborating digitally to solve problems, learn, and share ideas	3
Research	Use digital tools for research.	2

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	1
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	1
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	1
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	1

**Final Grade:**

**C**

## English Language Arts - 7

### Teacher Comment:

We learned the different types of imagery through the study of a short novel, Death by Scrabble. We refined our research skills by collecting and organizing background information on non-fiction text we read. Finally, we wrote an argumentative essay on whether animal dissection in Science classrooms is ethical.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Reading	Demonstrates skills and strategies for understanding both explicit and implicit messages in a variety of literary texts.	1
Writing	Uses sentence fluency, word choice and voice when writing for different purposes.	2
Language	Accurately applies grade-level grammar.	1

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	3
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	3
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	3
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	2

**Final Grade:**

**D**

## General Science - 7

### Teacher Comment:

During this quarter in science, we've covered many interesting topics! First, we have finished our unit on plant biology and photosynthesis, concluding with a long-term herb and pepper growth experiment which is still ongoing. Using the knowledge gained from this subject, students then explored the science of ecosystem interactions, advanced food web relationships and trophic cascades (using Yellowstone park as a case study). We've now begun studying Earth science beginning with the structure of our planet's layers. This included a lab activity where students studied the physical properties of a "ductile" substance to better understand the composition of the asthenosphere/mantle. Irin is doing very well in class - as long as he keeps doing his homework, his scores will improve.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Interdependent Relationships in Ecosystems	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	3
Matter and Energy in Organisms and Ecosystems	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	2
Matter and Energy in Organisms and Ecosystems	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	2
Interdependent Relationships in Ecosystems	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	3

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	4
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	4
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	4
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	4

**Final Grade:**

**B**

## Mathematics - 7

### Teacher Comment:

During S1, students dived into Geometry with geometric transformation on the coordinate plane as the focus. Students began by learning the features of the coordinate plane including y and x axis, the quadrants, and positive and negative values within the quadrants. Next, students learned how to reflect, translate, rotate, and dilate figures with given coordinates and instructions. Finally, students practiced using these transformations in sequence. The semester final included a traditional test along with a performance task (mystery picture) which required combinations of transformations. This deep understanding of the coordinate plane and graphing using negative and positive numbers will ground students' understanding/visualization of integers in preparation for their upcoming unit on operations with integers (the foundations of algebra) commencing in S2.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Geometry	Solve real-world and mathematical problems involving geometry.	3
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**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	4
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	3
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	4
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	3

**Final Grade:**

**C**

# Music 7

## Teacher Comment:

In this quarter students learned a repertoire of music for beginner bands and participated in the end-of-semester performance.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Reading	Demonstrates musical understanding by counting and subdividing the pulse into two equal parts.	3
Instrument Proficiency	Performs from memory one major scale, ascending and descending, using various rhythms and articulation.	3
Critical Response	Demonstrates knowledge of the basic principles of meter, rhythm, pitch and expressive markings.	3
Ensemble Playing	Performs accurately a repertoire of instrumental literature with a level of difficulty of 1 - 1.5 on a scale of 0.5 to 6.	3

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	1
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	1
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	1
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	1

**Final Grade:**

**F**

# Physical Education - 7

## Teacher Comment:

The second half of semester 1, students have been studying and learning skills in the sport: Football and Track and field. In track and field, students have been learning and practicing long jump and other basic running skills. Your child has shown significant development in performing the following skills in football: passing, shooting, dribbling and use of the ball. Class participation has been good and this student plays a significant role on the teams in class

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

### Grade Level Benchmarks

Active Living 1	Participate active and regularly in a wide variety of physical activities, and demonstrate and understanding of factors that encourage lifelong participation in physical activity.	4
Active Living 2	Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.	4
Movement Competence Skills, Concept, Skills	Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.	4
Healthy Living	Demonstrate an understanding of factors that contribute to healthy development.	3

(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	4
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	4
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	4
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	4

**Final Grade:**

**B+**



# Thai Language and Culture-7

## Teacher Comment:

In this quarter we have completed a unit on loy krathong, Buying a beverage, Purchasing thing at the market, Ordering a meal.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Reading	Acts in compliance with orders, requests, instructions, and explanations heard and read. Is able to read grade-appropriate texts and respond to comprehension questions according to level.	2
Writing	Is able to write an exchange in interpersonal communication, exchange information about themselves, various activities, and situations in daily life by using accurate, clear, and appropriate words. At advanced levels, is able to also write short stories about their experiences, and narrative and descriptive compositions.	2
Listening & Speaking	Is able to distinguish between the pronunciation of various kinds of sentences, the use of punctuation marks, and word order in accordance with structures of sentences. Is able to also use language, tone of voice, gestures, and manners politely and appropriately by observing social manners and the culture of native speakers.	2

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	2
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	2
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	2
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	2

**Final Grade:**

**C+**

## World Cultures and Geography 2

### Teacher Comment:

In Q2 we focused on human rights activists. Students analysed different kinds of human rights and discovered their application in society. Next, we started the North America unit. Students developed a survival plan. They were fictitiously dropped in an American national park and analysed the climate, geography and backpack contents in order to survive. Joakim made the switch to this class, and it did him well. His scores are doing great and he is visibly more at ease in this surrounding. Keep up the good work Joakim!

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Places and Regions	Show how human systems and physical processes influence human perceptions of places and regions.	3
Physical Systems	Show how physical processes shape the patterns, characteristics, and spatial distribution of ecosystems on Earth's surface.	3
Human Systems	Show how migration, economic interdependence, cultural diversity, cooperation, and conflict shape the human experience on Earth's surface.	4
Environment and Society	Show how human systems and physical processes interact.	4
The Uses of Geography	Apply geography to interpret the past, the present, and to plan for the future.	3

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	4
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	3
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	3
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	3

**Final Grade:**

**B+**

# Spanish - Beginner

## Teacher Comment:

This semester we completed units on greetings, alphabet, numbers/time/dates. Students worked on the VOCES subscription as well as on unit projects where all skills are integrated to be assessed. For further information of the student progress, please check the learning behavior section of the report card.

**(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence**

### Grade Level Benchmarks

Interpersonal communication	Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	3
Interpretive communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	3
Presentational communication	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	3
Relating Cultural Practices and products to Perspectives:	Learners use the language to investigate, explain, and reflect on the relationship between the practices, products and perspectives of the cultures studied.	3

**(4) Consistently; (3) Frequently; (2) Occasionally; (1) Rarely**

### Learning Behaviors

Organization	Student arrives prepared and on time. Student effectively manages academic materials and school equipment.	4
Responsibility	Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time.	4
Participation	Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback.	4
Reflection	Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning.	4

**Final Grade:**

**A+**

## PSHE 7

**Teacher Comment:**

Grade 7 Personal, Social, & Health Education focuses on health-related topics that aim to prepare students with the knowledge, skills, and attributes they need to manage their lives, now and in the future. These skills and attributes will help students to stay healthy, active, and safe as they mature through middle and high school. This quarter, we learned about the physical, mental, and social health triangle and how each side works together to create harmonious health. We have also begun our nutrition unit that began with digestion and we will continue to learn about macronutrients and micronutrients. Joakim stays on task in class and works well with their classmates.

**Final Grade:**

**A+**