



Student Name: Ella Sarena

Teacher: Shane Pask  
Alex Hrabowsky  
Jessica Zaza

Date: November 2025

Usual Name: Ella Sarena

**Grade: 8 FRIMM    Division: 5.3**

## Teacher Descriptive Feedback

I have thoroughly enjoyed working with Ella this term. She is highly motivated and has demonstrated real grit during challenging assignments. Ella completes all of her work and is generally very studious, though she can sometimes struggle with organization and keeping her materials sorted in her binder. As we move into term two, I look forward to helping her strengthen these organizational skills. Overall, Ella has shown that she is a high achiever who is capable of excellent work. I wish your family a restful and fun-filled holiday season.

Chaleureusement,  
M. Pask

### Proficiency Scale

<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</li> </ul>	<p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</li> </ul>	<p><b>Proficient:</b></p> <ul style="list-style-type: none"> <li>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.</li> </ul>	<p><b>Extending:</b></p> <ul style="list-style-type: none"> <li>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</li> </ul>
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<p><b>English Language Arts</b> Teacher: Alex Hrabowsky</p>	<p>Learning Update 1: Proficient</p>	<p>Learning Update 2:</p>	<p>Summary of Learning:</p>
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**Teacher Descriptive Feedback: English Language Arts:**

In **English**, we explored different language registers, including formal and informal styles. We examined various forms of storytelling, such as wordless shorts and written stories. We used reading strategies and reflected on the purposes of storytelling—teaching lessons, sharing wisdom, and connecting experiences. We also looked at the 5 Elements of Fiction and discovered how most stories follow a similar pattern and structure. We learned how language, literary elements, and context shape meaning and influence our understanding. Next, students will take on the challenge of creating and sharing their own stories. With Mme Mar, students creatively worked with grammar concepts to understand the different parts of speech and their importance in our writing.

Solid work and effort in English this term, **Ella!** You thoughtfully use different language registers and reading strategies to understand and respond to a variety of stories, including wordless shorts and written texts. You can explain how the 5 Elements of Fiction, story patterns, and parts of speech work together to shape meaning in both what you read and what you write.

**Next steps:**

- Challenge yourself to explain *why* an author's language choices are effective or powerful.
- Experiment with changing one story element (like setting or point of view) in your own writing.
- Continue to revise and edit your writing to strengthen sentence structure and word choice.

<b>French Immersion Language Arts</b> Teacher: Shane Pask	Learning Update 1: Extending	Learning Update 2:	Summary of Learning:
	<b>Teacher Descriptive Feedback: French Immersion Language Arts:</b> This term in French, students learned how to conjugate the passé composé using the DrMrsVandertrapp acronym. Students then learned how to conjugate verbs in the past tense using the imparfait tense. Learning to differentiate between the two tenses became our final focus. Throughout this process, students learned to prepare engaging oral presentations during their Tour Guide, Idiomatic Expression, and Family presentations. Ella can create and present an engaging and visually appealing presentation using a digital slideshow such as Google Slides, Canva, or other online platforms. Ella speaks with excellent clarity, tone of voice, and precise French Language. Ella can also effectively apply grammatical principles when using the passé composé and imparfait tenses in context. Ella can continue to practice grammatical structures on websites like Tex's French Grammar, frenchverbpractice.com or Duolingo!		

<b>Mathematics</b> Teacher: Shane Pask	Learning Update 1: Extending	Learning Update 2:	Summary of Learning:
	<b>Teacher Descriptive Feedback: Mathematics:</b> This term in Maths, students review major concepts covered in grade seven. They also learned about squares and square roots in preparation for learning the Pythagorean Theorem. They completed the term as they studied percents, fractions, and decimal numbers. Emphasis was placed on percentages less than 1 and greater than 100. Ella can easily find solutions to questions about square numbers and square roots. Ella can accurately solve questions by applying the Pythagorean Theorem and questions pertaining to conversions from fractions to decimals and percentages. Ella can continue to develop their problem-solving skills using websites such as khanacademy.org, openmiddle.com and other sites provided through Google Classroom. Practicing real-world problem-solving questions is always a great challenge for students in preparation for high school.		

<b>Physical and Health Education</b> Teacher: Alex Hrabowsky Shane Pask	Learning Update 1: Extending	Learning Update 2:	Summary of Learning:
	<b>Teacher Descriptive Feedback: Physical and Health Education:</b> Students engaged in a wide variety of activities in Physical Health Education this term. They included, but were not limited to, Ultimate Frisbee, Crossover, Crossover Capture the flag, Basketball, Bench ball, Fireball, Alley ball, Soccer, Infection, and other fun movement activities. Emphasis was placed on maintaining a positive attitude while participating in as many activities as possible. Students were also encouraged to demonstrate leadership skills by encouraging their peers during gameplay as well as offering to help with equipment before and after the lesson.  Ella participates enthusiastically in most physical education activities! Ella has shown a good attitude, supports friends through hard times, and tries hard during most activities! Ella can offer to help take out and put away sports equipment each block.  In <b>Health</b> , students explored how we experience and process emotions, different coping strategies, ways to regulate ourselves, and adolescent brain development.  <b>Ella</b> , outstanding participation in Health this term! You demonstrate a strong and insightful understanding of how healthy choices shape your physical, emotional, and mental well-being. You show advanced awareness of your emotions and can clearly explain the connection between adolescent brain development, decision-making, and behaviour. You independently create, test, and evaluate a variety of coping and self-regulation strategies and thoughtfully adapt them to different physical, emotional, and		

social situations. You often support peers by sharing helpful strategies and perspectives.

Next steps: continue to extend this leadership by modeling healthy choices for others, and explore how you can use these skills in broader contexts (such as online spaces, extracurricular activities, and your future goals)

*Assessment for this term was based upon participation and attitude, movement skills development, safe behaviours, class discussions, and assignments for Health.*

<b>Science</b> Teacher: Shane Pask	Learning Update 1: Extending	Learning Update 2:	Summary of Learning:
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**Teacher Descriptive Feedback: Science:**

This term in science, students learned about the scientific method and applied their understanding of scientific variables. They learned about living and nonliving things and studied different types of cells. They learned about the microscope and observed a variety of specimens under microscopes. They completed the term by learning how to conduct an inquiry by following their scientific interests within the realm of biology.

Ella can easily identify scientific variables within an experiment. Ella can identify the differences between living and nonliving things and identify the parts and functions of a plant and an animal cell. With precision, Ella can identify the parts and functions of the microscope and outline the process for observing specimens in laboratory environments. I am thoroughly impressed with Ella's diligent preparation for assessments and her thirst to go beyond expectations! Ella can continue to extend her learning by diligently preparing for assessments with peers, family members, and resources provided in class.

<b>Sciences humaines</b> Teacher: Jessica Zaza	Learning Update 1: Extending	Learning Update 2:	Summary of Learning:
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**Teacher Descriptive Feedback: Sciences humaines:**

Throughout the term, Ella skillfully applied key Social Studies inquiry strategies while engaging with our study of ancient civilizations. She demonstrated this by asking thoughtful questions, analyzing ideas and evidence, and communicating her conclusions clearly and effectively. Working independently, Ella successfully applied the GRAPES framework and inquiry processes to design her own civilization, adding and developing several cultural components that demonstrated an elevated engagement with her learning. Moving forward, Ella is encouraged to participate more actively in class discussions by sharing her ideas and responding to the thinking of others.

<b>Drama</b> Teacher: Aisling Kennedy	Learning Update 1: Extending	Learning Update 2:	Summary of Learning:
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**Teacher Descriptive Feedback: Drama:**

In Grade 8 Drama, students took on leadership roles by leading class warm-ups, fostering confidence and teamwork. They honed their improvisation skills by accepting creative offers and building scenes collaboratively. Character development was a key focus, with students exploring movement, voice, objectives, and breaking stereotypes to create more dynamic performances. Students also engaged in in-depth voice work and genre exploration, specifically diving into the world of horror. They analyzed common horror film tropes and then used these to create their own original horror scenes. Through these units and activities, students worked on the following skills:

- Creating artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Experiencing, choreographing, performing, and sharing creative works in a variety of ways.
- Developing and refining ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations.

Ella, you were an excellent classroom participant. During the character development and horror units, you

made wonderfully funny and interesting characters and scenes. For future work, I encourage you to step into a leadership role by modeling focused, active listening when others are speaking and performing. Overall, excellent work!

<b>Band 8</b> Teacher: Alex Tiller	Learning Update 1: Proficient	Learning Update 2:	Summary of Learning:
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**Teacher Descriptive Feedback: Band 8:**

Band 8 has been working on dynamics and relative minor scales. They prepared four pieces for the Winter Concert and performed three of them. Band 8 has also been re-introduced to quests. Ella is Proficient. She is playing with a nice full sound. A goal for her is to refrain from talking to neighbors during class time. Ella needs constant reminders to not play her instrument during instructional time.

<b>Jazz Band 8</b> Teacher: Alex Tiller	Learning Update 1: Extending	Learning Update 2:	Summary of Learning:
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**Teacher Descriptive Feedback: Jazz Band 8:**

Jazz band has been working on different styles of jazz music. This term we covered swing and rock. We have also been practicing improvised solos and dynamics. We performed two pieces in the Winter Concert. Ella is Extending. Ella is taking risks and responding well to feedback. A goal is to remember to start notes with tongue instead of air. Ella's introduction to saxophone has been very successful. She has improved a great amount since September and performed an improvised solo in our winter concerts.

<b>Foods Exploratory Class 5D</b> Teacher: William Proia	Learning Update 1: Proficient	Learning Update 2:	Summary of Learning:
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**Teacher Descriptive Feedback: Foods Exploratory Class 5D:**

Grade 8 students have been exploring the culinary traditions of various countries around the world and learning to cook and prepare dishes from different cultures. They have developed a greater appreciation for how food reflects the history, geography, and traditions of different regions.

Students continued building their ability to apply skills in the kitchen, confidently tackling more complex recipes and cooking techniques. As they experimented with new ingredients and flavors, students expanded their cultural awareness, participating in discussions about the broader contexts of the dishes they've prepared. This exploration has enriched their understanding of global cultures and the significance of food in different societies.

Ella shows strong skills and a great attitude in Foods. They confidently take on challenging recipes, stay open to new flavours, and contribute meaningful ideas about the cultural connections behind our dishes.

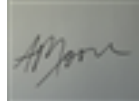
**Please continue to do the following at home:**

- Continue building skills together at home with exciting culinary adventures
- Read and prepare delicious recipes as a family
- Get hands-on with chopping and peeling ingredients
- Cook a fun, new recipe together every couple of weeks
- Take turns manually washing and drying dishes
- Foster a love of cooking at home and create unforgettable family memories in the kitchen

## Attendance

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
Abs	0	0	0	0	0	0	0	0	0	0	0	0	0
Late	0	0	0	0	0	0	0	0	0	0	0	0	0

Administrator Signature:



## Student Goal-Setting and Self-Reflection

See student portfolio for self-reflection