

Learning Update

Reported up to: June 25, 2026

Griffin Bremner

PEN: 138006911

Grade 11



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School Message

The Provincial Reporting Policy mandates that students in Grade 8 & 9 will be assessed using the four-point proficiency scale and students in Grade 10 through Grade 12 courses will be assessed using letter grades and percentages. Please refer to the back page for four-point proficiency scale and the letter grade and percentage breakdowns. Each Learning Update, students at all levels will be sharing self-reflections and making goals around British Columbia’s Core Competencies – Communication Skills, Thinking Skills, and Personal and Social Skills.

Student Self-Assessment of Core Competencies

This year, students set a personal or school-related goal in Careers, focusing on one of the three Core Competencies: Personal and Social Responsibility, Communication, or Thinking. Using the SMART goal-setting framework, they developed strategies to help them achieve their goal and reflected on their progress throughout the year. Through both mid-year and final reflections, students evaluated their growth and gathered evidence of their learning. This work culminated in a Core Competency Self-Assessment Portfolio, which is available in Google Classroom. We encourage you to ask your son or daughter to share their portfolio and reflect on their goal-setting journey with you.

AP CAPSTONE SEMINAR 11

96% (A)

Christian Obeck

Griffin finishes the term with a strong 96%, showcasing excellent academic growth. Griffin did a fantastic job designing a unique inquiry question and grounding it in reliable research. By smoothly synthesizing findings and delivering a polished formal presentation and oral defense, Griffin proved a strong command of academic conventions. This success is the direct result of steady dedication all year.

Attendance: Absent: 25 Late: 0

CAREER-LIFE CONNECTIONS A

94% (A)

Jennifer Murray

This year, students explored career-life opportunities, built community connections, and developed career readiness. They practiced and enhanced these abilities through assignments such as goal setting, researching post-secondary options, writing resumes, and interviewing community members.

Griffin has been actively engaged in the course, completing all assignments. His work was consistently done to a high standard and Griffin's final goal reflection showed meaningful insight into his goal journey this year. I was particularly impressed with Griffin's one minute bio video where he expressed himself confidently and professionally. Moving forward next year Griffin could continue creating community connections and expanding his personal portfolio.

Attendance: Absent: 22 Late: 0

E-COMMERCE 12

88% (A)

Jamie Demers

This term, we learned about SEO, digital ethics, and created a fully functional website. Griffin demonstrated a solid understanding of course concepts and created an excellent website with a creative product idea. Continue to push your creativity in assignments and ensure you are clearly communicating your ideas. Have a great summer!

Attendance: Absent: 12 Late: 3

ECONOMIC THEORY 12

88% (A)

Victoria Williamson

This term, students examined issues related to globalization and uneven development, strengthening their ability to conduct inquiry, analyze cause-and-consequence relationships, and communicate their ideas through discussions, seminars, and research. Griffin demonstrates a strong understanding of cause-and-consequence relationships by analyzing the factors that contribute to global economic issues and their impacts on different populations. Griffin is a positive and dependable group member who contributes meaningfully to collaborative activities. A next step for Griffin is to continue extending his thinking during discussions by challenging assumptions, building on the ideas of others, and supporting his insights with compelling evidence. He has shown strong growth over this school year.

Attendance: Absent: 11 Late: 3

GENOCIDE STUDIES 12

90% (A)

Dan Fromowitz

Griffin was a highly engaged student in Genocide Studies throughout the year, fully participating in class activities and discussions. Griffin approached the difficult topics we encountered thoughtfully and honestly, and I appreciated his openness to different viewpoints and constructive criticism. It was heartening to see Griffin end the year with an independent project that showcased his ability to apply the main ideas from this course to a subject that we had not covered as a class, and to do so to great effect. It was an absolute pleasure teaching Griffin for the second time at Sentinel, and I wish him an excellent summer, and a great start to his grade 12 year in September.

Attendance: Absent: 19 Late: 0

LIFE SCIENCES 11

82% (B)

Torrie Smith

By the end of this course, Griffin has achieved the following levels of proficiency in each curricular competency:

- *Understanding: Proficient - Griffin consistently demonstrates a solid understanding of scientific concepts and can explain them accurately.
- *Processing and Analyzing: Proficient - Griffin consistently processes data accurately and draws well-supported conclusions.
- *Communication: Extending - Griffin exhibits exceptional communication skills and can use scientific terms with precision and clarity.
- *Planning and Conducting: Proficient - Griffin consistently plans and conducts experiments accurately and follows safety protocols.

Griffin is often off-task or distracted by personal devices and/or friends in class, and struggles to participate in class activities.

To improve in future studies, I invite Griffin to consider the following:

- *Eliminate distractions such as electronic devices during lessons
- *Limit social interactions during instructional time
- *Carefully review rubrics and project criteria before submitting
- *Complete homework in a timely manner
- *Frequently review material at home
- *Complete extra practice problems and check answers to ensure comprehension
- *Come in during FIT for extra help

Have a great summer!

Attendance: Absent: 17 Late: 7

LAW STUDIES 12

90% (A)

Kevin Chase

Griffin demonstrated an excellent understanding of the most significant and pertinent points of law in his assigned mock trial case as well as excellent close reading skills and critical analysis of the evidence of both sides. Griffin showed an excellent ability to manage and use his time efficiently during independent and group working time in class.

Attendance: Absent: 11 Late: 1

LITERARY STUDIES 11

90% (A)

Christian Obeck

Griffin achieved an impressive 90% this term, demonstrating great growth as a critical reader and writer. Griffin did not submit a reading journal for Brave New World, which lowered his mark as the reading journal completion is critical to informing the final literary argument. Overall, however, Griffin met all academic conventions and established a strong framework for success in senior English courses.

Attendance: Absent: 16 Late: 0

SPANISH 11

85% (B)

Nicole Page-Newman

Students learned about the intricacies of 'Tauromaquia' and expressed their opinions on bullfighting as culture or torture. They also read the novel "Bianca Nieves", did retells and wrote short essays as well as a read a novel of choice. The overall evaluation procedure took part cooperatively with myself and each individual student through self-evaluation, one-on-one meetings and the core competencies. The below comment reflects this.

My current areas of growth (strengths) as related to my learning areas are:

- 1. Interpretive Communication: I can understand songs, stories, and class novels in Spanish and follow along with audio and video content. For example, I was able to translate stories from Spanish to English and understand songs well enough to work through their meaning.
- 2. Cultural Awareness and Presentational Communication: I can communicate information about Spanish-speaking cultures in a prepared format. For example, I researched and presented the legend of the Cadejo in a Spanish slideshow, demonstrating both cultural knowledge and the ability to communicate it clearly. I also, learning bullfighting vocabulary and being able to give opinions and argue for or against it.

My current areas for future growth/opportunities for further development as related to my learning areas are:

- 1. Interpersonal Communication: I find it challenging to answer questions out loud in Spanish using more complex language while keeping the conversation moving forward naturally. I want to work on responding more spontaneously without losing confidence mid-conversation with practice and use of the new vocabulary, this will become easier.
- 2. Presentational Writing: Writing stories or longer texts in Spanish is an area I want to develop further. I plan to practice by writing short responses or summaries in Spanish more regularly.

Learning habits and engagement

- 1. I engage actively with activities like acting, songs, and partner speaking, which has helped me stay connected to the material throughout the term.
- 2. I want to push myself to take more risks when speaking and writing in Spanish, especially in moments that feel less structured or prepared.

Productive year Griffin!

Attendance:

Absent: 18

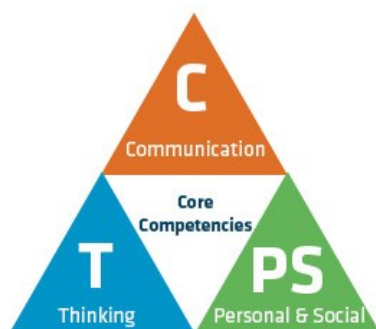
Late: 4



A Guide to Your Child's Learning Update

The Provincial Proficiency Scale Student reporting in Grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning.			
Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Letter Grades and Percentages Letter grades and percentages are used in Grades 10-12		
The process for letter grade symbols and corresponding percentages and definitions are set out in the Provincial Letter Grades Order.		
A	86-100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
B	73-85	The student demonstrates very good learning in relation to the Learning Standards of the curriculum.
C+	67-72	The student demonstrates good learning in relation to the Learning Standards of the curriculum.
C	60-66	The student demonstrates satisfactory learning in relation to the Learning Standards of the curriculum.
C-	50-59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
F	0-49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
SG	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 the school.
TS	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 those records.
IE	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.



Core Competencies and Goal Setting

During the school year, students self-reflect and set goals on their Core Competency development, and it is shared in the 2 written Learning Updates and Summary of Learning. Each Core Competency will not necessarily be reflected on during a school year.