

Student: Darla Benz	Teacher: Mr. Wab Kinew		
Absences from class:	Times Late:		
Individual Education Plan:	Student Behavior Plan:	Other Support:	

Behaviours for Success (not included in grade)	
Responsibility	CONSISTENTLY
Organization	CONSISTENTLY
Independent Work	CONSISTENTLY
Collaboration	SOMETIMES
Initiative	CONSISTENTLY
Self-Regulation	CONSISTENTLY
Comments on Behaviours for Success	
Darla shares ideas, information, and resources when working in a group, as demonstrated by the way she helped his group to make decisions during their recent play-writing challenge. She is beginning to take on more of a leadership role when working in a group. Darla is encouraged to focus on listening whenever others speak in order to establish positive relationships with the group.	

Academic Achievement - Curricular Competencies: Darla demonstrated the following proficiency with the curricular competencies (subject specific skills, processes, behaviours, and habits of mind that students develop over time)					
	I	EM	D	P	EX
Recognize and appreciate the role of story, narrative, and oral tradition in expressing Yukon First Nations perspectives, values, beliefs, and points of view					√
Construct meaningful personal connections between self, text, and world				√	
Explore how language reflects personal and cultural identities				√	
Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts				√	
Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking				√	
Respond to text in personal, creative, and critical ways					√
Recognize intellectual property rights and community protocols and apply them as necessary				√	
Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences			√		

Academic Achievement - Content: Darla demonstrated the following proficiency with the content (subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum)					
	I	EM	D	P	EX
Form, function, and genre of texts				√	
Common themes in Yukon First Nations texts					√
Reconciliation in Canada					√
Protocols related to ownership and use of Yukon First Nations oral texts				√	
Narrative structures, including those found in Yukon First Nations texts				√	
Reading strategies					√
Metacognitive strategies				√	
Writing processes				√	
Oral language strategies					√
Comments on Academic Achievement					
<p>Darla has demonstrated a strong ability to communicate personal connections to Yukon First Nations Ways of Knowing and Doing as shown in her oral presentation on Reconciliation. She used both personal and imaginative stories to visually and orally demonstrate her deep understanding of proper protocols within Yukon First Nations, as well as her personal role in and connections to the process of Reconciliation. Darla is able to respond respectfully to other points of view demonstrating her open mindedness for new ideas as shown in circle time. She is hard working and shows deep dedication to her learning. Darla is encouraged to deepen her writing skills by writing over the summer in ways that capture wider audiences.</p>					

Overall Proficiency: PROFICIENT	Percentage Grade: 85%
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Teacher's Signature:	
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