

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

Behaviours for Success (not included in grade)	
Academic Responsibility: Seeks help, completes assignments, sets goals, self-assesses, accepts feedback, take ownership for their learning	CONSISTENTLY
Engagement: Active in learning, contributes to the classroom, works with others	CONSISTENTLY
Conduct: Respectful, focused	CONSISTENTLY
Preparation: Prepared for class, ready to learn	CONSISTENTLY
Attendance: Very rarely absent	CONSISTENTLY
Responsibility: Takes responsibility for own behaviour, fulfills commitments	CONSISTENTLY
Behaviours for Success Comments	
Darla consistently demonstrated responsibility by fulfilling commitments within the classroom. She came to class prepared and ready for learning. Darla consistently demonstrated effective organizational skills. While she always respected the rights and opinions of others, she preferred to work alone. In the second term, Darla strove to increase her interaction with peers by engaging more frequently in group and class activities.	

Academic Achievement - Curricular Competencies - subject specific skills, processes, behaviours, and habits of mind that students develop over time	
Questioning and Predicting: Demonstrates a sustained intellectual curiosity by identifying questions and formulating hypotheses and predictions based on inquiry.	EXTENDING
Planning and Conducting: Plans a range of investigations to observe, measure, and record data (qualitative and quantitative).	EXTENDING
Processing and Analyzing data and information: Uses a range of methods to represent patterns in data to identify relationships and draw conclusions. Values the importance of local Yukon First Nations Ways of Knowing and Doing when considering different sources of information.	EXTENDING
Evaluating: Evaluates, reflects (with respect to assumptions and bias) and identifies sources of error to suggest improvements to investigations methods.	EXTENDING
Applying and Innovating: Transfers and applies learning to new situations. Generates and introduces new or refined ideas when problem solving, at a local and global level through inquiry.	EXTENDING
Communicating: Communicates scientific ideas, models, and suggests courses of action based on evidence using a variety of experiences, perspectives, and worldviews.	EXTENDING

Academic Achievement – Content - subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum	
Knows and understands the content related to the big idea that DNA is the basis for the diversity of living things.	EXTENDING
Knows and understands the content related to the big idea that energy change is required as atoms rearrange in chemical processes.	EXTENDING
Knows and understands the content related to the big idea that energy is conserved, and its transformation can affect living things and the environment.	EXTENDING
Knows and understands the content related to the big idea that the formation of the universe can be explained by the big bang theory.	EXTENDING
Academic Achievement Comments	
Darla persevered when she experienced some challenges with respect to her initial learning associated with energy conservation and transformation until she completely met expectations at a very comprehensive level. While sharing her findings about the formation of the universe, Darla clearly demonstrated that she recognizes and uses the traditional knowledge of Yukon First Nations as a valuable source of information. Participation in a summer science camp is recommended, if possible, as Darla is always seeking to broaden her scientific experiences.	

Overall Proficiency: EXTENDING	Percentage Grade: 98%
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Teacher's Signature:	
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