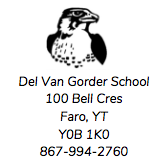
**Communicating Student Learning**

**2019**

Rosalind Franklin

PEN:

Grade 10

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| **School Message**  ……………  Del Van Gorder School recognizes that we live, work, and learn on unceded Kaska Territory. We recognize the historical claim of these original Kaska Dena inhabitants and are committed to working toward a goal of reconciliation and decolonization. |
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| **Student Self-Assessment of Core Competencies**  The core competencies **(Communication, Thinking, Personal/Social)** are a set of skills and abilities that are the foundation of our new curriculum. These skills are embedded in every area of learning and developed over a student’s entire education. Teachers help guide and support the development of the core competencies; they do not report on this aspect of the curriculum. Students take ownership of their learning by reflecting on and assessing their growth in the core competencies.  **Rosalind’s self-assessment of core competencies is attached to this report.** |
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| **Proficiency Scale for Academic Achievement:**  **EE - Exceeding Expectations -** Student demonstrates an advanced understanding of the content and competencies relevant to the expected learning.  **ME - Meeting Expectations -** Student demonstrates a thorough understanding of the content and competencies relevant to the expected learning.  **AE - Approaching Expectations -** Student demonstrates a partial understanding of the content and competencies relevant to the expected learning.  **NYM - Not Yet Meeting Expectations -** Student has not shown sufficient quality or quantity of evidence to demonstrate an acceptable level of understanding of the concepts and competencies relevant to the expected learning.  **Frequency Scale for Approaches to Learning:**  **C - Consistently -** Student consistently demonstrates this approach to learning.  **S – Sometimes -** Student sometimes demonstrates this approach to learning. **R - Rarely -** Student rarely demonstrates this approach to learning. |

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| |  |  | | --- | --- | | **Final Grade** | Exceeding (96%) | | **Absences:** | |   **Course: Science 10**  School: Del Van Gorder  Teacher: Mr. James Watson  <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/science/en_science_10_elab.pdf>  **Academic Achievement - Curricular Competencies:** Rosalind demonstrated the following proficiency with the **curricular competencies** (subject specific skills, processes, behaviours, and habits of mind that students develop over time):  **EXCEEDING Questioning and Predicting:** Demonstrates a sustained intellectual curiosity by identifying questions and formulating hypotheses and predictions based on inquiry.  **EXCEEDING Planning and Conducting:** Plans a range of investigations to observe, measure, and record data (qualitative and quantitative).  **EXCEEDING 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.  **EXCEEDING Evaluating:** Evaluates, reflects (with respect to assumptions and bias) and identifies sources of error to suggest improvements to investigations methods.  **EXCEEDING Applying and Innovating:** Transfers and applies earning to new situations. Generates and introduces new or refined ideas when problem solving, at a local and global level through inquiry.  **MEETING Communicating:** Communicates scientific ideas, models, and suggests courses of action based on evidence using a variety of experiences, perspectives, and worldviews.  **Academic Achievement - Content:** Rosalind demonstrated the following proficiency with the **content**:  **EXCEEDING** Knows and understands the content related to the big idea that DNA is the basis for the diversity of living things.  **EXCEEDING** Knows and understands the content related to the big idea that energy change is required as atoms rearrange in chemical processes.  **MEETING** Knows and understands the content related to the big idea that energy is conserved, and its transformation can affect living things and the environment.  **EXCEEDING** Knows and understands the content related to the big idea that the formation of the universe can be explained by the big bang theory.  Rosalind demonstrated a sophisticated understanding of the importance of the molecular structure of DNA, it’s relation to the function of DNA, and biodiversity. Rosalind created an excellent three-dimensional model of a chemical reaction and used it to thoroughly explain the rearrangement of atoms and forces that bind protons, neutrons, and electrons. Rosalind experienced some challenges with respect to the learning associated with energy conservation and transformation by persevered until she met expectations. While sharing her findings about the formation of the universe, Rosalind clearly demonstrated that she recognizes and uses the knowledge of Yukon First Nations as a valuable source of information.  **Approaches to Learning: Work Habits and Social Behaviours**  **CONSISTENTLY** Academic Responsibility: Seeks help, completes assignments, sets goals, self-assesses, accepts feedback, take ownership for their learning  **SOMETIMES**  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  **CONSISTENTLY** Responsibility: Takes responsibility for own behaviour, fulfills commitments  Rosalind consistently demonstrated responsibility by fulfilling commitments within the classroom. She came to class prepared and ready for learning. Rosalind consistently demonstrated effective organizational skills. While she always respected the rights and opinions of others, she preferred to work alone and would have benefitted from greater interaction with peers during group/class activities. |
| **Other subjects to be inserted…..** |
| **Principal Signature:** |