**Communicating Student Learning**

**2019**

Albert Einstein

 PEN:

 Grade 9

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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.**Albert’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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| **Science 9 Mr. Isaac Newton EXCEEDING****https://curriculum.gov.bc.ca/curriculum/science/9** |
| **Academic Achievement - Curricular Competencies:** Albert demonstrated the following proficiency in 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 learning 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:** Albert demonstrated the following proficiency with the **content**:**EXCEEDING** Knows and understands the content related to the big idea that cells are derived from cells.**EXCEEDING** Knows and understands the content related to the big idea that the electron arrangement of atoms impacts their chemical nature.**MEETING** Knows and understands the content related to the big idea that electric current is the flow of electric charge.**EXCEEDING** Knows and understands the content related to the big idea that the biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.Albert demonstrated a sophisticated understanding of cell theory, and the importance of reproduction. It was clear from Albert’s chemistry presentation, that he understands the connection between electron arrangement and chemical properties of elements. Albert experienced some challenges with respect to the learning associated with electricity, but persevered until he met expectations. While sharing his findings about the Earth’s spheres, Albert clearly demonstrated that he recognized and used 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: Attends class regularly**CONSISTENTLY** Responsibility: Takes responsibility for own behaviour, fulfills commitmentsAlbert consistently demonstrated responsibility by fulfilling commitments within the classroom. He came to class prepared and ready for learning. Albert consistently demonstrated effective organizational skills. While he always respected the rights and opinions of others, he preferred to work alone and would have benefitted from greater interaction with peers during group/class activities. |
| **Other subjects to be inserted…..** |
| **Principal Signature:**  |