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| **Science 10 Interim Report 2018-2019****<insert date>**<insert school><insert address> • <insert phone>**Principal: <insert> Vice-Principal: <insert>** |
| **Acknowledging, recognizing, and respecting that we teach and learn within the Traditional Territory of the <insert> First Nation.** |
| **Student:** Rosalind Franklin | **Teacher:**  |
| **Attendance Data for <insert dates>:** **Days Absent:** <insert> **Times Late:** <insert> |
| **Support: Teachers could delete these two rows when n/a** |
| **Individual Education Plan:**  | **Student Behavior Plan:**  | **Other:** |
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| **Academic Achievement of Territorial Expectations** |
| This interim report is a snapshot summary of student achievement, according to grade level expectations, for this time in the school year in relation to the **learning standards (curricular competencies + content)** of the Yukon curriculum. The student’s level of learning has been assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do. This report represents one aspect of the ongoing, timely, and responsive process of communicating student learning with parents. Teachers, students, and parents are encouraged to meet regularly to discuss student strengths, areas for further development, and ways to support learning.**EE - Exceeding Expectations -** The student is extending knowledge, skills, strategies and processes creatively and strategically.**ME - Meeting Expectations -** The student is applying knowledge, skills, strategies and processes consistently.**AE - Approaching Expectations -** The student is developing the ability to apply knowledge, skills, strategies and processes**.****NY - Not Yet Meeting Expectations -** The student is beginning to acquire knowledge, skills, strategies and processes.**IEA – Insufficient Evidence Available -** Not enough evidence available to determine a grade at this time. |
| **Curricular Competencies** | **Curricular Competencies** are subject specific skills, processes, behaviours, and habits of mind that students develop over time. | **NY** | **AE** | **ME** | **EE** |
| **Questioning and Predicting**Before doing research and performing experiments, Rosalind makes very accurate predictions. Her accuracy is directly related to the information she has gathered and considered prior to making her prediction. |  |  |  | √ |
| **Planning and Conducting**Once a problem or question has been identified, Rosalind works very well with her lab partner to create a plan (e.g. conduct experiments and/or research) to find solutions.  |  |  |  | √ |
| **Processing and Analyzing data and information**While engaged in field studies, Rosalind recognizes and appreciates local Yukon First Nations Ways of Knowing and Doing. She values the importance of local knowledge when considering different sources of information. |  |  |  | √ |
| **Evaluating**After performing an experiment, Rosalind critically reflects upon the methods used. She honestly evaluates the precision of her work and the accuracy of her findings to set goals for improvement in future experiments. |  |  |  | √ |
| **Applying and Innovating** When Rosalind starts learning about a new topic, she easily makes connections to previous learning to make the material relevant. |  |  |  | √ |
| **Communicating**When presented with a new idea, Rosalind is learning to recognize all viewpoints before making a judgment. |  |  | √ |  |

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| **Content** | **Content is subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum.** |
| **Big Idea: DNA is the basis for the diversity of living things** | **NY** | **AE** | **ME** | **EE** |
| * DNA structure and function
 |  |  |  | √ |
| * Patterns of inheritance
 |  |  |  | √ |
| * Mutation, natural selection, and artificial selection
 |  |  |  | √ |
| * Applied genetics and ethical considerations
 |  |  | √ |  |
| **Big Idea: Energy change is required as atoms rearrange in chemical processes** | **NY** | **AE** | **ME** | **EE** |
| * Rearrangement of atoms in chemical reactions
 |  |  |  | √ |
| * Acid-base chemistry
 |  |  |  | √ |
| * Law of conservation of mass
 |  |  |  | √ |
| * Energy change during chemical reactions
 |  |  |  | √ |
| * Practical applications and implications of chemical processes, including Yukon First Nations knowledge
 |  |  |  | √ |
| **Student Strengths:**Rosalind demonstrates a sophisticated understanding of the importance of the molecular structure of DNA, and it’s relation to the function of DNA. On her genetics test, she was able to clearly identify how DNA results in biodiversity. Rosalind created an excellent three dimensional model of a chemical reaction and used it to explain details about the rearrangement of atoms and forces that bind protons, neutrons, and electrons. While sharing her findings about local uses of acids and bases, Rosalind referred to a variety of resources, including the knowledge of Yukon First Nations as a valuable source of information.**Areas for Further Development/Ways to Support Learning:**In future research, Rosalind is encouraged to investigate reasons that influence decision-making, for example those surrounding genomics, gene therapy, and genetic engineering. |
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| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grade)** |
| **C – Consistently** **S – Sometimes** **N - Not at this time**  |
|  | **N** | **S** | **C** |
| Academic Responsibility |  |  | √ |
| Engagement |  |  | √ |
| Conduct |  |  | √ |
| Preparation |  |  | √ |
| Attendance |  |  | √ |
| Responsibility |  |  | √ |
| **Comments on Approaches to Learning** |
| **Student Strengths:**Rosalind consistently demonstrates responsibility by fulfilling commitments within the classroom. She comes to class prepared and ready for learning. Rosalind consistently demonstrates effective organizational skills.**Areas for Further development/Ways to Support Learning:**While Rosalind always respects the rights and opinions of others, she prefers to work alone and would benefit from greater interaction with peers during group/class activities. |
| **Student Self-Assessment of Core Competencies** |
| The core competencies 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 most recent self-assessment of core competencies (Communication, Thinking, Personal/Social) is attached to this report.** |
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| **Teacher Signature:** | **Principal Signature:** |

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| **APPROACHES TO LEARNING: STUDENT LEARNING BEHAVIOURS AND SOCIAL SKILLS****(for use during student-led conferences)** |  |
| **NAME: COURSE: TEACHER:** |
| **CRITERIA** | **CONSISTENTLY …** | **SOMETIMES …** | **NOT AT THIS TIME …** |
| **ACADEMIC RESPONSIBILITY** | *Seeking help* | * Seeks extra help when needed.
 | * Seeks extra help when needed.
 | * Does not seek extra help when needed.
 |
| *Completing assignments* | * Completes assignments on time to the best of their ability.
 | * Completes assignments on time to the best of their ability.
 | * Incomplete assignments and inconsistent effort are affecting academic

progress. |
| *Goals and self-assessing* | * Sets goals and self-assesses using criteria.
 | * Needs reminders to set goals and self- assess using criteria.
 | * Needs reminders to set goals and assess own work; may not be goal- setting or self-assessing.
 |
| *Accepting feedback* | * Accepts feedback and makes corrections.
 | * Tries to use feedback to improve work; not sure how to respond.
 | * Rarely uses feedback to improve work.
 |
| *Ownership* | * Hands in work featuring their own thoughts and ideas and giving others

credit for theirs. | * Hands in work featuring their own thoughts and ideas and giving others credit for theirs.
 | * Does not always hand in work featuring their own thoughts and ideas.
 |
| **ENGAGEMENT** | *Contributions* | * Contributes ideas and thoughts.
 | * Contributes ideas, but only when required or prompted to by the teacher.
 | * Unwilling and unprepared to contribute ideas.
 |
| *Helpfulness* | * Helpful to other students and in creating a positive and supportive learning community.
 | * Helps others be positive but may slip up
 | * Rarely­ interacts with peers during group/class activities; may be negative towards others.
 |
| **CONDUCT** | *Respect* | * Respects the rights and opinions of others; always listens when others are speaking.
 | * Respects the rights and opinions of others; usually listens when others are speaking.
 | * Does not respect the rights and opinions of others. Frequently disruptive or does not listen to others.
 |
| *Focus* | * Focused on task at hand.
 | * Focused on task but may need reminders.
 | * Off task; needs frequent reminders to focus.
 |
| **PREPARATION** | * Comes to class with all materials and prepared to learn.
 | * Comes to class without materials and unprepared to learn.
 | * Frequently comes to class without materials and unprepared to learn.
 |
| **ATTENDANCE** | * Present (excluding rare excused absences). Communicates with teacher and completes missed work.
 | * Misses class.
 | * Frequently misses class without permission; academic achievement has been

affected. Total absences =  |
| P**UNCTUALITY** | * On time and ready to learn at the bell.
 | * Late for class.
 | * Frequently late; punctuality is affecting academic progress. Total lates =
 |