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| **Student:**  Darla Benz | | | **Teacher:**  Dr. Alan Turning | | |
| **Absences from class:**  **Times Late:** | | | | | |
| **Individual Education Plan:** | | **Student Behavior Plan:** | | | **Other Support:** |
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| **Behaviours for Success (not included in grade)** | | | | | |
| Darla completes class work in the time given and makes good use of her agenda to record what needs to be done next. She is learning to pay greater attention to detail. Darla is encouraged to ask questions to clarify meaning/ensure understanding before beginning an assignment or project. In a small group setting, Darla is able to observe, question and explore different possibilities, and strategies to come up with solutions. She is showing more initiative in applying creative ideas to solve problems. Darla is encouraged to accept leadership roles in the class or in small groups. | | | | | |
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| **Academic Achievement** | | | | | |
| **Reasoning and Modelling - PROFICIENT**  Darla consistently demonstrated her ability to estimate reasonably and to analyze mathematical ideas using technology such as a graphic calculator when showing her understanding of how graphs connect to situations. She was consistently able to model linear systems in real world situations such as when she performed a comparison of cell phone packages. | | | | | |
| **Understanding and Solving - PROFICIENT**  Darla was able to apply strategic approaches to solve problems involving primary trigonometric ratios. She also consistently demonstrated her understanding of financial literacy, for example by completing her own income tax return this year. | | | | | |
| **Communicating and Representing - EXTENDING**  Darla showed an in-depth understanding of different methods of prime factorization and was able to use prime factorization to assist her in solving codes (cryptography). She showed skill in demonstrating mathematical ideas, like slope, concretely and pictorially and connecting them to real-life examples. | | | | | |
| **Connecting and Reflecting - PROFICIENT**  Darla was able to connect gross and net pay using her own personal paycheques. She was able to compare types of income from different statements. Darla was also able to reflect on her mistakes and use them to advance her understanding, as demonstrated during her work on exponent laws. | | | | | |
| **Comments on Academic Achievement** | | | | | |
| Darla is an independent problem solver who is successful at visualizing problems from many different perspectives. Darla is encouraged to further expand her problem-solving skills by taking opportunities to group problem solve as this would engage her in even more approaches to solving mathematical problems. | | | | | |
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| **Overall Proficiency:** PROFICIENT | | | | **Percentage Grade:** 81% | |
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| **Teacher‘s Signature:** |  | | | | |