

Physics 11: Term 2 Report Card

Teacher: Mr. J.MartensName: \_\_\_\_\_

Course: Physics 11Student #: \_\_\_\_\_HR: \_\_\_\_\_

Block: \_\_\_\_\_Date: \_\_\_\_\_

Unit: Optics

<b>Knows:</b> I can list the rules of ray drawing. I can list the characteristics of images. I can state the laws of reflection. I can distinguish between diffuse and specular reflection. I can label the parts of a ray drawing for plane mirrors. I can label the parts of a ray drawing for curved mirrors. I can describe different kinds of curved mirrors. I can define the index of refraction. I can describe Snell’s Law. I can label the parts of a ray drawing for refraction at a plane boundary. I can label the parts of a ray drawing for refraction by a lens. I can define critical angle. I can describe total internal reflection. I can give examples of common devices that reflect light. I can give examples of common devices that refract light.	LG =  Mark = %
<b>Do’s:</b> I can draw labeled ray diagrams showing how images form in a plane mirror. I describe the characteristics of images formed in a plane mirror. I can experimentally distinguish between converging and diverging mirrors. I can experimentally find the focal length of a converging mirror. I can locate and describe the image formed by a curved mirror: <input type="checkbox"/> using a scaled ray diagram and using the mirror equation I can solve problems using: <input type="checkbox"/> The definition of index of refraction <input type="checkbox"/> Snell’s Law I can experimentally distinguish between converging and diverging lenses. I can experimentally find the focal length of a thin converging lens. I can locate and describe the image formed by a thin lens: <input type="checkbox"/> using a scaled ray diagram and using the mirror equation.	LG =  Mark = %
<b>Strengths:</b>	

Unit: Kinematics

<b>Knows:</b> I can define and relate the terms: <i>clock reading</i> , <i>position</i> and <i>event</i> . I can differentiate between a <i>clock reading</i> and a <i>time interval</i> . I can define and relate <i>distance</i> and <i>average speed</i> . I can define and relate <i>displacement</i> and <i>average velocity</i> . I can differentiate between <i>scalars</i> and <i>vectors</i> . I can define <i>instantaneous velocity</i> and <i>instantaneous speed</i> . I can define <i>average acceleration</i> .	LG =  Mark = %
<b>Do’s:</b> I can solve problems involving: displacement, time interval, and average velocity. I can use position-time graphs to determine: • displacement & average velocity, distance travelled & average speed, instantaneous velocity I can construct position-time graphs based on data from various sources. I can construct velocity-time graphs based on data from various sources. I can use velocity-time graphs to determine: • instantaneous velocity, displacement, average velocity, acceleration	LG =  Mark = %
<b>Strengths:</b>	

Beginning	Developing	Accomplished	Exemplary
Does not demonstrate a basic understanding of concepts.	Demonstrates a basic understanding of concepts.	Demonstrates a solid understanding of concepts.	Demonstrates a complete and deep understanding of concepts.

LEVEL	Beginning			Developing			Accomplished				Exemplary		
LETTER GRADE	I / F			C- / C			C+ / B- / B / B+				A - / A / A+		
PERCENTAGE	0	30	45	55	60	65	70	75	80	85	90	95	100

Work Habits

Circle the descriptor in each row that best matches your performance in Physics 11.

	<i>Excellent</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
<i>Responsibility</i>	Demonstrates an industrious work ethic, ready to work and learn.	All assignments turned in, ready to work and learn.	Most assignments turned in, usually ready to work and learn.	Most assignments missing, frequently not ready to work and learn.
<i>Cooperation</i>	A class leader with a high degree of positive and meaningful participation initiated by the student.	Works well with students and teacher, participates in class in a meaningful way.	Usually works well with other students and teacher.	Does not work well with other students or teacher.
<i>Independence</i>	A keen and enthusiastic learner actively seeking out personal growth and learning opportunities.	A self-directed learner who takes initiative and responsibility for his/her learning.	Often requires supervision.	Seldom works without direct supervision.
<b>Plan for Improvement:</b>				

Overall level of achievement for TERM 2:

<b>Deserved Overall Letter Grade &amp; Percentage:</b>	<b>LG =</b>	<b>% =</b>
<b>Deserved Work Habit:</b>	<b>WH =</b>	
<b>Explanation:</b> Consider the level of achievement that is most consistent and the most recent. Include any relevant information not mentioned above.		
<b>Your Report Card Comment:</b> Write out the comment you think most accurately describes your effort, achievement, and plan for improvement. Write it in the teacher’s “voice”. Think 2 stars and 1 wish.		

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_