**Unit 4: Work, Energy, Power and Momentum**

NAME:  
Block:

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| **Topic** | **Checkpoints** | | | **Plan for Improvement** |
| **1a) Work** |  |  |  |  |
| **1b) Conservation of Energy** |  |  |  |  |
| **2) Power and Efficiency** |  |  |  |  |
| **3) Momentum and Impulse** |  |  |  |  |
| **4) Collisions in 2D** |  |  |  |  |

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| **STUDENT: Please highlight one of the columns that you feel reflects your progress in this unit.** | ***I was unable to demonstrate an understanding of the concepts covered in this unit.*** | **Novice** | **Learner** | **Practitioner** | **Expert** |
| I have ***struggled to*** demonstrate an understanding of the concepts in this unit. | I have ***somewhat*** demonstrated an understanding of the concepts covered in this unit. | I have ***mostly*** demonstrated an understanding of the concepts in this unit. | I have demonstrated a ***strong*** and ***complete*** understanding of the concepts covered in this unit. |
| **TEACHER: Please do not write in these rows!** | ***Learner was unable to reflect in any ways described to the right*** | **Novice** | **Learner** | **Practitioner** | **Expert** |
| Learner can rarely evaluate their own strengths & weaknesses.  Learner does not have a clear view on how to improve their learning | Learner can somewhat evaluate their own strengths & weaknesses.  Learner has a somewhat clear view on how to improve their learning | Learner can evaluate their own strengths & weaknesses.  Learner has specific ideas on how to improve their learning | Learner can evaluate their own strengths & weaknesses consistently and independently.  Learner has specific and comprehensive ideas on how to improve their learning |