



**SELF-DIRECTED LEARNER**

**Seeks help when appropriate**

- Student is able to seek help from teacher and peers when it is truly needed thereby showing responsibility for their own learning

*Assessment opportunities:*

- Daily observation of morning routine
- Daily observation of independent academic work time
- Daily observation of interactions with peers and adults

	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Although problems may be interfering with learning, student rarely seeks help from peers or adults.	Student sometimes monitors and evaluates progress and seeks assistance to resolve problems that may be interfering with learning.	Student consistently monitors work and evaluates progress and seeks assistance to resolve problems that may be interfering with learning.
T2	Expectations for T2 are the same as T1 but with increasingly complex tasks		
T3	Expectations for T3 are the same as T2 but with increasingly complex tasks		



**SELF-DIRECTED LEARNER**

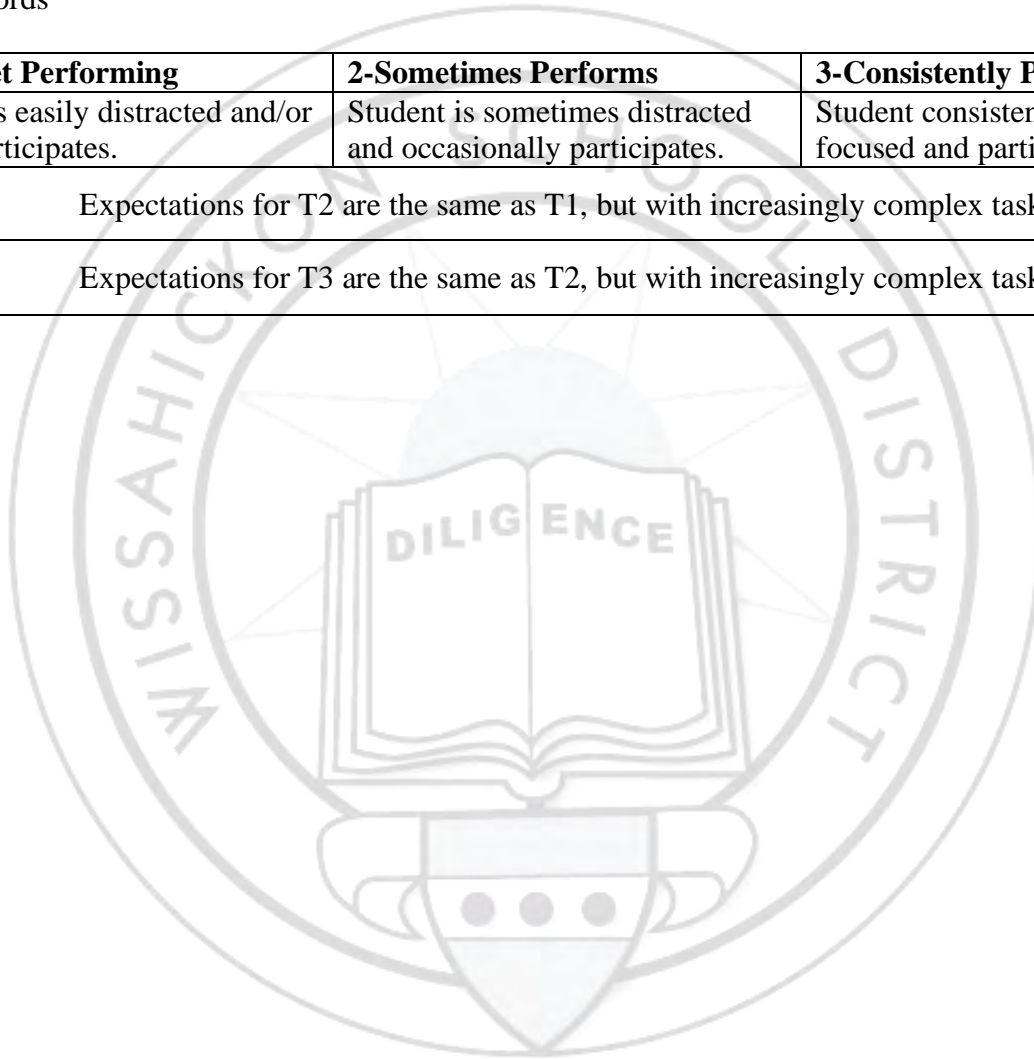
**Stays on task**

- Student is able to be focused on the lesson and participate in the activity (whole/small group)
- Student is able to remain focused on his or her own activity (independent)

*Assessment opportunities:*

Anecdotal records

	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student is easily distracted and/or rarely participates.	Student is sometimes distracted and occasionally participates.	Student consistently remains focused and participates.
T2	Expectations for T2 are the same as T1, but with increasingly complex tasks		
T3	Expectations for T3 are the same as T2, but with increasingly complex tasks		





**SELF-DIRECTED LEARNER**

**Assumes responsibility for belongings**

- Student is responsible for keeping track of their own materials
- Student is able to demonstrate organizational skills

*Assessment opportunities:*  
 Anecdotal records

	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student rarely uses school materials, property, or equipment for its intended purpose.  Student rarely demonstrates organizational skills of classroom materials.  Student rarely brings in and/or takes home required materials, assignments, and forms.	Student sometimes uses school materials, property, or equipment for its intended purpose.  Student sometimes demonstrates organizational skills of classroom materials.  Student sometimes brings in and/or takes home required materials, assignments, and forms.	Student consistently uses school materials, property, or equipment for its intended purpose.  Student consistently demonstrates organizational skills of classroom materials.  Student consistently brings in and takes home required materials, assignments, and forms.
T2	Expectations for T2 are the same as T1		
T3	Expectations for T3 are the same as T2		



**SELF-DIRECTED LEARNER**

**Uses metacognitive strategies**

- Metacognition is the practice of thinking about one’s own thinking. A student is using metacognition when they generate a plan of action, monitor to see if the plan is working, and reflect to see if the strategy worked.
  - Student is able to monitor and reflect on their thinking process.
  - Student is able to explain their thinking to others.

*Assessment opportunities:*

Student reflection activities – orally and/or in writing

	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student rarely applies critical thinking and problem solving strategies to evaluate understanding.  Student rarely able to explain the “how and why” of their thinking.	Student sometimes applies critical thinking and problem solving strategies to evaluate understanding.  Student sometimes able to explain the “how and why” of their thinking.	Student consistently applies critical thinking and problem solving strategies to evaluate understanding, able to explain the “how and why” of their thinking.
T2	Expectations for T2 are the same as T1, but with increasing complexity		
T3	Expectations for T3 are the same as T2, but with increasing complexity		



**PRODUCTIVE LEARNER**

**Follows procedures**

- Student demonstrates the ability to follow classroom routines and directions
- Student is able to transition between activities

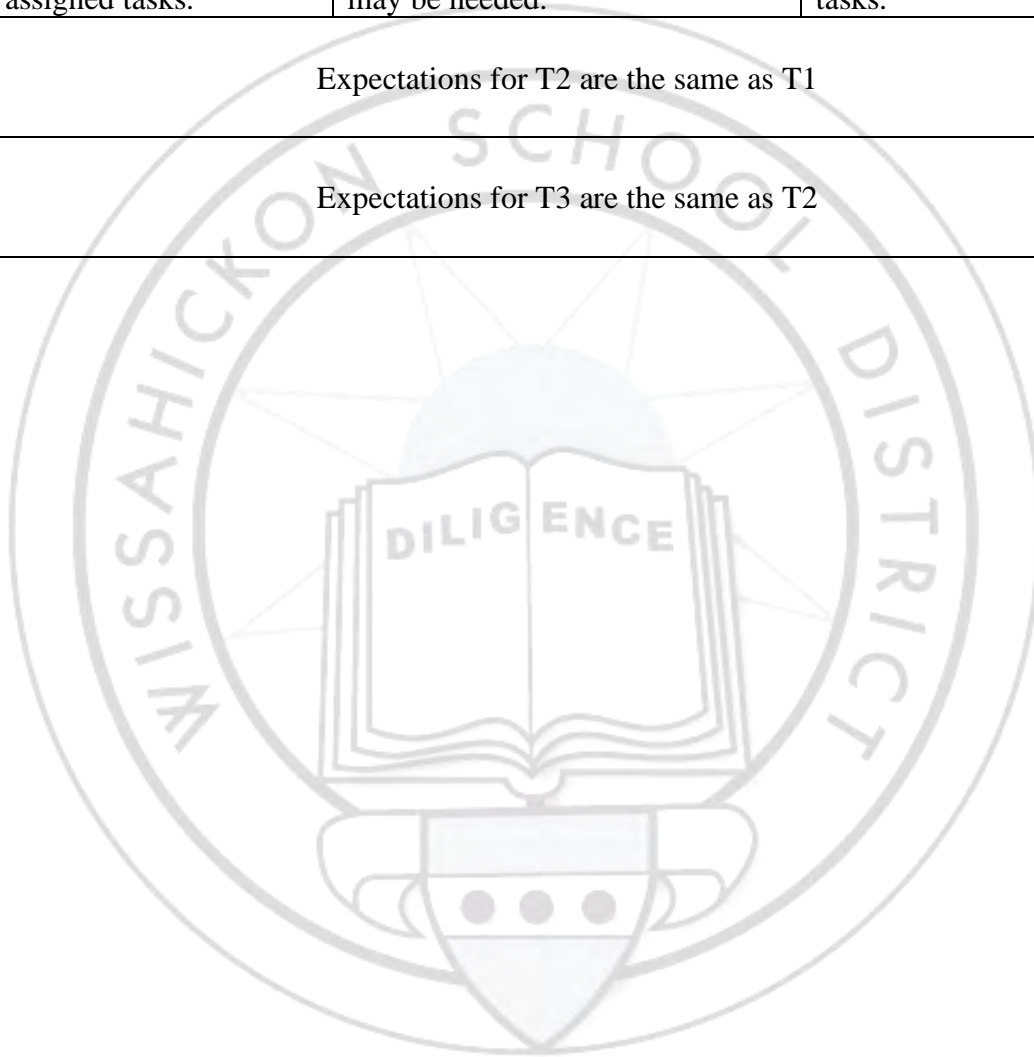
*Assessment opportunities:*

Anecdotal records

	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student rarely follows routines and directions independently; requires multiple reminders and teacher intervention.	Student sometimes follows routines and directions independently; requires some reminders and teacher intervention.	Student consistently follows routines and directions independently.
T2	Expectations for T2 are the same as T1		
T3	Expectations for T3 are the same as T2		



<b>PRODUCTIVE LEARNER</b>			
<b>Completes assigned work</b>			
	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Even with significant teacher support, student struggles to complete assigned tasks.	Student sometimes completes assigned tasks; teacher support may be needed.	Student consistently and independently completes assigned tasks.
T2	Expectations for T2 are the same as T1		
T3	Expectations for T3 are the same as T2		





**PRODUCTIVE LEARNER**

**Uses developmentally-appropriate handwriting**

- Student is on a continuum moving from correctly forming some letters to recognizable and legible letter formation.

*Assessment opportunities:*

KidWriting Journal/Writer's Notebook; class assignments

	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student has difficulty using standard letter-like and number formation and uses spacing between letters, words, and sentences.	Student sometimes uses standard letter-like and number formation and uses spacing between letters, words, and sentences.	Student consistently uses standard letter-like and number formation and uses spacing between letters, words, and sentences.
T2	Expectations for T2 are the same as T1 with increasing endurance.		
T3	Expectations for T3 are the same as T2 with increasing endurance.		



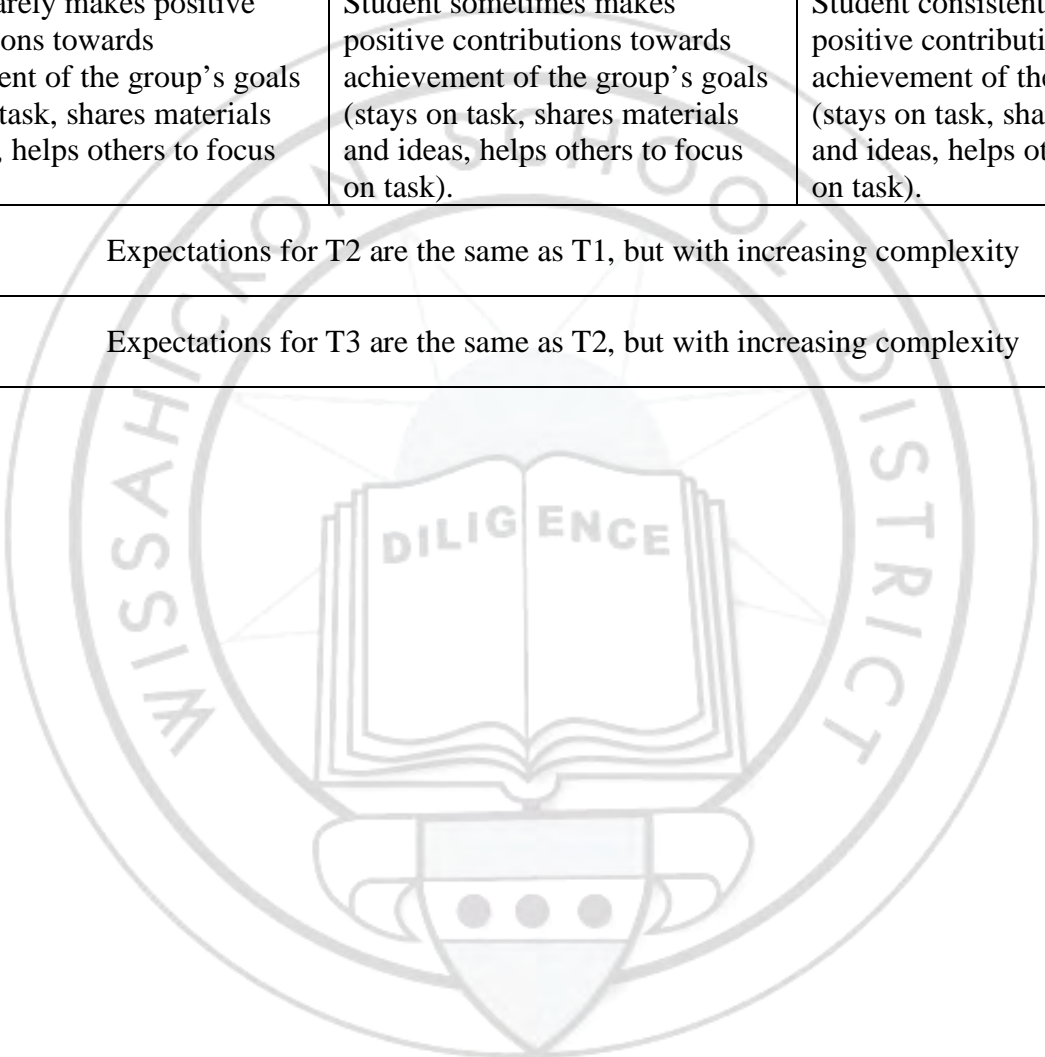
<b>PRODUCTIVE LEARNER</b>			
<p><b>Uses calculator effectively</b></p> <ul style="list-style-type: none"> <li>• Student knows when and how to use a calculator (TI-108 or similar) effectively across the curriculum.</li> </ul> <p><i>Assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>• Observations of student calculator use</li> <li>• Observations of student independent decision-making regarding calculator use</li> <li>• Observation of students counting high frequency words, letters, words etc.</li> <li>• Observations of students graphing data, making predictions, counting data in science</li> <li>• Observation of students understanding numerical information in social studies e.g. ages, time spans</li> </ul>			
	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student requires significant support with... <ul style="list-style-type: none"> <li>- using the correct key sequence to perform a calculation</li> <li>- deciding when the calculator is the best tool to use</li> </ul>	Student requires some support with... <ul style="list-style-type: none"> <li>- using the correct key sequence to perform a calculation</li> <li>- deciding when the calculator is the best tool to use</li> </ul>	Student is independent when... <ul style="list-style-type: none"> <li>- using the correct key sequence to perform a calculation</li> <li>- deciding when the calculator is the best tool to use</li> </ul>
T2	Expectations for T2 are the same as T1 but with increasingly complex problems		
T3	Expectations for T3 are the same as T2 but with increasingly complex problems		



<b>PRODUCTIVE LEARNER</b>			
<p><b>Uses technology tools and software</b></p> <ul style="list-style-type: none"> <li>• Manages documents and files; uses network</li> <li>• Creates word process documents</li> <li>• Revises and edits documents</li> <li>• Reads, creates, and edits spreadsheets</li> <li>• Creates graphs, charts, and tables</li> <li>• Searches the Internet</li> <li>• Evaluates web sites</li> <li>• Uses CD-ROMs and DVDs</li> <li>• Creates and uses multimedia presentation tools</li> <li>• Imports and edits graphics; Kidpix</li> <li>• Uses Inspiration/Kisdpiration to brainstorm, plan, and organize</li> <li>• Uses iLife suite</li> <li>• Uses Smartboard</li> <li>• Uses web-based applications</li> </ul>			
	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Even with significant teacher support, student struggles to use purposeful technology integrated across the curriculum.	With teacher support, student uses purposeful technology integrated across the curriculum.	Student consistently uses purposeful technology integrated across the curriculum.
T2	Expectations for T2 are the same as T1 but with increasingly complex tasks.		
T3	Expectations for T3 are the same as T2 but with increasingly complex tasks.		



<b>COLLABORATIVE WORKER</b>			
<p><b>Works cooperatively</b></p> <ul style="list-style-type: none"> <li>• Student is able to work cooperatively with teachers and peers in a variety of situations.</li> <li>• Student respects the ideas and opinions of others.</li> </ul>			
	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student rarely makes positive contributions towards achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on task).	Student sometimes makes positive contributions towards achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on task).	Student consistently makes positive contributions towards achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on task).
T2	Expectations for T2 are the same as T1, but with increasing complexity		
T3	Expectations for T3 are the same as T2, but with increasing complexity		





<b>RESPECTFUL CITIZEN</b>			
<b>Respects self and community</b>			
<ul style="list-style-type: none"> <li>Student demonstrates self-confidence and a positive regard for others.</li> </ul>			
	<b>1-Not Yet Performing</b>	<b>2-Sometimes Performs</b>	<b>3-Consistently Performs</b>
T1	Student has difficulty demonstrating: <ul style="list-style-type: none"> <li>confidence in their own abilities</li> <li>positive talk about self and others</li> <li>awareness of the personal space and property of others</li> </ul>	Student sometimes demonstrates: <ul style="list-style-type: none"> <li>confidence in their own abilities</li> <li>positive talk about self and others</li> <li>awareness of the personal space and property of others</li> </ul>	Student consistently demonstrates: <ul style="list-style-type: none"> <li>confidence in their own abilities</li> <li>positive talk about self and others</li> <li>awareness of the personal space and property of others</li> </ul>
T2	Expectations for T2 are the same as T1		
T3	Expectations for T3 are the same as T2		

