

Factors Affecting Achievement (Grades 5 – 9)

Factor		1 – Beginning Meets some expectations with continual guidance and frequent reminders.	2 – Developing Meets most expectations with some guidance and several reminders.	3 – Progressing Meets all expectations with minimal guidance and occasional reminders.	4 - Established Meets all expectations independently, provides a positive influence.
Confidence Welcomes new opportunities, takes risks, engages in learning, perseveres when tasks are challenging	I am engaged.	<ul style="list-style-type: none"> I ask questions privately. I share my thinking with my teacher when I am invited. 	<ul style="list-style-type: none"> I ask questions in a small group. I share my thinking in a small group when I am invited. 	<ul style="list-style-type: none"> I ask questions in small groups and in a class setting, when I am invited. I share my thinking in a small group, and in a large group when I am invited. 	<ul style="list-style-type: none"> I ask questions in any settings, on my own without reminders. I share my thinking in all situations without being invited.
	I take risks.	<ul style="list-style-type: none"> I feel uncomfortable most of the time when I am faced with a new experience. I discuss my work with my teacher. 	<ul style="list-style-type: none"> I will participate in a new experience with encouragement from others, even if I still feel uncomfortable. I get feedback when I have to as part of my classroom task. 	<ul style="list-style-type: none"> I welcome new experiences. I seek feedback. Sometimes, I go out of my comfort zone to try something more difficult. 	<ul style="list-style-type: none"> I am enthusiastic about new experiences. I seek feedback from a variety of people on my own. I regularly take risks to try something more difficult.
	I can handle challenges.	<ul style="list-style-type: none"> I need support to keep going through a problem. I can get past a problem if someone helps me with the task. 	<ul style="list-style-type: none"> I need reassurance to see problems as a normal part of learning and life. I can get past a problem with a pep talk. 	<ul style="list-style-type: none"> I see problems as a normal part of daily life and learning. I continue to work even if I am facing some problems with the task. 	<ul style="list-style-type: none"> I see problems as an opportunity to discover things about myself and my world. I know that I will succeed in my task even if I face some problems.
Comments					
Organization Plans and manages learning time, space, materials; respects deadlines; concerned about quality products	I plan my learning time.	<ul style="list-style-type: none"> I need many reminders and support to use my work time productively. Someone has to lead me step by step through a process to finish a product. 	<ul style="list-style-type: none"> I still need a few reminders to use my work time productively. With supervision, I can carry out the steps that lead to a finished product. 	<ul style="list-style-type: none"> I use just about all of my work time productively. With teacher direction, I can plan the steps that lead to a finished product. 	<ul style="list-style-type: none"> I use every minute of my work time productively. I can plan the steps that lead to a finished product on my own.



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	I respect the materials I use.	<ul style="list-style-type: none"> I need constant reminders to take care of the materials I use, my own and those that belong to others. 	<ul style="list-style-type: none"> I often need reminders to take care of the materials I use, my own and those that belong to others. 	<ul style="list-style-type: none"> I take care of the materials I use, my own and those that belong to others, with only the occasional reminder. 	<ul style="list-style-type: none"> I take care of the materials I use, my own and those that belong to others.
	I aim for excellence.	<ul style="list-style-type: none"> I still learning what excellence looks like for me. My work is often hard to understand. Sometimes, it is smudged, crumpled, or torn. 	<ul style="list-style-type: none"> With encouragement and support, I do the very best work I am capable of. My work can sometimes be hard to understand. 	<ul style="list-style-type: none"> I do the very best work I am capable of. The appearance of my work is acceptable. I would need to fix a few things for publication or display. 	<ul style="list-style-type: none"> I do the very best work I am capable of, and I support others in doing their best work. My work is ready to be published or displayed.
Comments					
Collaboration Works well with others, is cooperative, and respectful	I respect others.	<ul style="list-style-type: none"> I treat the people I like with courtesy and respect. 	<ul style="list-style-type: none"> I treat people with courtesy and respect, with guidance and reminders. 	<ul style="list-style-type: none"> I treat everyone with courtesy and respect. 	<ul style="list-style-type: none"> I treat everyone with courtesy and respect, and remind others to do that, too.
	I work well with others.	<ul style="list-style-type: none"> I will work with some people. 	<ul style="list-style-type: none"> I work well with my friends. 	<ul style="list-style-type: none"> I work well with anyone. 	<ul style="list-style-type: none"> I work well with anyone, and I make a point of including anyone who might be looking for a partner.
Comments					



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Responsibility Is punctual, is prepared, responds to feedback, makes appropriate choices.	I am on time.	<ul style="list-style-type: none"> I take a long time to get to class, even with many reminders. I still miss many deadlines. Even with support, it takes me a long time to finish some tasks. 	<ul style="list-style-type: none"> Most of the time, I get to class on time, even if I need some reminders. I miss some deadlines. If I need more time for a task, I ask for it on the due date. With support, I can complete the task within a reasonable period. 	<ul style="list-style-type: none"> I get to class on time. I almost always complete my work on the due date. When I need more time for a task, sometimes I only ask for it on the due date. I am learning to ask for it before the deadline. 	<ul style="list-style-type: none"> I get to class quickly, and I help others get to class on time as well. I am very respectful of time, and if I need more time for a task, I always remember to ask for it before the deadline.
	I control myself.	<ul style="list-style-type: none"> I can keep self-control in some situations with support. 	<ul style="list-style-type: none"> I can keep self-control in most situations with support. 	<ul style="list-style-type: none"> I make decisions to keep self-control in most situations with occasional reminders. 	<ul style="list-style-type: none"> I make decisions independently to keep self-control in all situations.
	I use feedback I receive.	<ul style="list-style-type: none"> I make very few changes to my school life and my work according to feedback I receive. 	<ul style="list-style-type: none"> I make some changes to my school life and my work according to feedback I receive 	<ul style="list-style-type: none"> I make many changes to my school life and my work according to feedback I receive. 	<ul style="list-style-type: none"> I can explain why I use some feedback I receive, and why I do not use other feedback.
Comments					

