

	<b>Needs Improvement</b>	<b>Progressing</b>	<b>Meets Expectation</b>
<p><b>Responsibility for Learning</b> Shows interest and is involved in learning. Independently seeks new challenges. Completes tasks independently and on time. Uses time wisely. Awareness of current level of learning and persistence in improving or Knows what one knows and what one doesn't know; develops a plan of action, maintaining that plan of action, then reflecting back on the plan upon its completion.</p>	<p>Student has little or no awareness of current level of learning and even with the teachers help shows difficulty in developing a plan of action or goals to improve their level of learning. Rarely produces quality work, completes assigned tasks, and seeks own resources and needs constant support or redirection.</p>	<p>Student has some awareness of current level of learning and with the teachers help develops a plan of action or goals for improving their level of learning. Sometimes produces quality work, completes assigned tasks, and seeks own resources with teacher guidance and redirection completes tasks</p>	<p>Student has full awareness of current level of learning and develops a plan of action or goals for improving their level of learning. Consistently produces quality work, completes assigned tasks, and seeks own resources independently with little or no supervision</p>
<p><b>Responds to Teacher-Directed Activities (Skills for Learning)</b> Listens attentively. Participates constructively in activities. Follows Directions. Carries out tasks with appropriate level of supervision.</p>	<p>Seldom listens or participates and requires frequent reminders. Follows directions and carries out tasks only with frequent or constant supervision.</p>	<p>Listens, participates, and responds but needs occasional reminders. Follows directions and carries out tasks but needs some supports or supervision</p>	<p>Consistently listens, participates and appropriately responds, follows directions, and carries out tasks with little or no supervision</p>
<p><b>Demonstrates Self-Monitoring</b> Demonstrates self-control and emotion management <b>(This was changed from first trimester rubric. Rest of description aligned with <i>Responsibility for Learning</i> and moved above. See highlight)</b></p>	<p>Need to develop skills to regulate emotions in order to handle stress, control impulses, and persevere in overcoming obstacles; Has difficulty resisting (or joins) inappropriate social interactions</p>	<p>Shows inconsistencies or needs adult support to consistently regulate emotions in order to handle stress, control impulses, and persevere in overcoming obstacles; May need teaching/re-teaching to develop/strengthen skills related to social interactions</p>	<p>Consistently regulates emotions (anger, anxiety, etc) to handle stress, control impulses, and persevere in overcoming obstacles; Resists inappropriate social pressure and engages appropriately in social interactions</p>
<p><b>Interacts Positively with Peers and Adults</b> Respects the rights of others. Works cooperatively with others. Citizenship - positively influences others.</p>	<p>Inconsistently shows respect for self and others in all areas of the building but needs frequent adult redirection or guidance</p>	<p>Occasionally shows respect for self and others in all areas of the building but needs some adult redirection or guidance</p>	<p>Consistently shows respect for self and others in all areas of the building independently</p>
<p><b>Puts Forth Effort</b> Perseveres even when tasks are difficult or answers are not immediately known. Willing to take risks and try things that challenge ability.</p>	<p>Student appears to become stuck or shut down when tasks become difficult. Student has a hard time taking risks and needs frequent encouragement and redirection from adult or peers.</p>	<p>Occasionally perseveres through a difficult task but shows some reluctance. Needs encouragement from an adult or peer to keep working or to try new things.</p>	<p>Consistently and independently perseveres when tasks are difficult and is willing to try new things that are challenging.</p>
<p><b>Creating, Imagining, and Innovating</b> Generates novel, original, clever products, solutions, or techniques. Engages in active inquiry about subject matter. Asks why things are so.</p>	<p>Student requires constant direction and support from adult to engage in inquiry about a subject and requires support to generate products, solutions, or techniques that show some level of innovation or creativity.</p>	<p>Student engages in inquiry about a subject with support from the teacher and with teacher direction can generate products, solutions, or techniques with some level of innovation or creativity</p>	<p>Student engages in active inquiry about a subject with some level of independence and can generate products, solutions, or techniques that are innovative or creative (novel, original, or clever)</p>
<p><b>Critical Thinking and Problem Solving</b> Frames, analyzes, and synthesizes information in order to solve problems and answer questions.</p>	<p>Student requires frequent adult and/or peer support to analyze and synthesize information in order to effectively solve problems with reasonable, accurate, and/or appropriate solutions.</p>	<p>Student requires some adult and/or peer support to analyze and synthesize information in order to effectively solve problems with reasonable, accurate, and/or appropriate solutions.</p>	<p>Student can independently analyze and synthesize information in order to effectively solve problems with reasonable, accurate, and/or appropriate solutions.</p>