| **Factors Affecting Student Achievement (Grades 1– 4)** |
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| **Confidence****IE – Insufficient Evidence****NA – Not Applicable****Organization***CTT Factors Affecting Achievement K-4***Collaboration** **Responsibility** |
| **Factor** | **R – Rarely****Rarely demonstrates the characteristics*****1 – Beginning****Meets some expectations with continual guidance and frequent reminders.* | **S – Sometimes****Sometimes demonstrates the characteristics*****2 – Developing****Meets most expectations with some guidance and several reminders.* | **U – Usually****Usually demonstrates the characteristics*****3 – Progressing****Meets all expectations with minimal guidance and occasional reminders.* | **C – Consistently****Consistently demonstrates the characteristics*****4 - Established****Meets all expectations independently, provides a positive influence.* |
| **Lifelong Learner****The student is curious, observant and reflective as the student imagines, explores, and constructs knowledge.** | I try new things. | * I feel uncomfortable most of the time when I am faced with a new experience.
* I discuss my work with my teacher.
 | * 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.
 | * I welcome new experiences.
* I seek feedback.
* Sometimes, I go out of my comfort zone to try something more difficult.
 | * 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 use feedback I receive. | * I make very few changes to my school life and my work according to feedback I receive.
 | * I make some changes to my school life and my work according to feedback I receive
 | * I make many changes to my school life and my work according to feedback I receive.
 | * I can explain why I use some feedback I receive, and why I do not use other feedback.
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| Comments |
| **Sense of Self****The student possesses a positive sense of identity and appreciates the diver beliefs, languages and practices of others.** | I respect others. | * I treat the people I like with courtesy and respect.
 | * I treat people with courtesy and respect, with guidance and reminders.
 | * I treat everyone with courtesy and respect.
 | * I treat everyone with courtesy and respect, and remind others to do that, too.
 |
| I work well with others. | * I will work with some people.
 | * I work well with my friends.
 | * I work well with anyone.
 | * I work well with anyone, and I make a point of including anyone who might be looking for a partner.
 |
| I control myself. | * I can keep self-control in some situations with support.
 | * I can keep self-control in most situations with support.
 | * I make decisions

to keep self-control in most situations with occasional reminders. | * I make decisions independently to keep self-control in all situations.
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| Comments |
| **Engaged Citizen****The student demonstrates confidence, courage and commitment in contributing to the community.** | I can handle problems. | * I need support to keep going through a problem.
* I can get past a problem if someone helps me with the task.
 | * I need reassurance to see problems as a normal part of learning and life.
* I can get past a problem with a pep talk.
 | * 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.
 | * 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.
 |
| I get involved. | * I ask questions privately.
* I share my thinking with my teacher when I am invited.
 | * I ask questions in a small group.
* I share my thinking in a small group when I am invited.
 | * 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.
 | * I ask questions in any settings, on my own without reminders.
* I share my thinking in all situations without being invited.
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| Comments |
| **Work Habits****The student organizes materials and time in order to be an effective, independent and dependable learners.** | I am on time. | * I take a long time to get to class, even with many reminders.
 | * Most of the time, I get to class on time, even if I need some reminders.
 | * I get to class on time.
 | * I get to class quickly, and I help others get to class on time as well.
 |
| I plan my learning time. | * 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.
 | * 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.
 | * I use just about all of my work time productively.
* With teacher direction, I can plan the steps that lead to a finished product.
 | * I use every minute of my work time productively.
* I can plan the steps that lead to a finished product on my own.
 |
| I respect the materials I use. | * I need constant reminders to take care of the materials I use, my own and those that belong to others.
 | * I often need reminders to take care of the materials I use, my own and those that belong to others.
 | * I take care of the materials I use, my own and those that belong to others, with only the occasional reminder.
 | * I take care of the materials I use, my own and those that belong to others.
 |
| I do the best work I can. | * I still am not sure what my best work would look like.
* My work is often hard to understand. Sometimes, it is smudged, crumpled, or torn.
 | * With encouragement and support, I do the very best work I am capable of.
* My work can sometimes be hard to understand.
 | * 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.
 | * 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.
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| Comments |