| **Factors Affecting Achievement (Grades 5 – 9)** | | | | | |
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| **Confidence**  **IE – Insufficient Evidence**  **NA – Not Applicable**  **Organization**  *CTT Factors Affecting Achievement 5-9*  **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 take risks. | * 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. |
| 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. |
| Comments | | | | | |
| **Engaged Citizen**  **The student demonstrates confidence, courage and commitment in contributing to the community.** | I am engaged. | * 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. |
| I can handle challenges. | * 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. |
| Comments | | | | | |
| **Work Habits**  **Is punctual, is prepared, responds to feedback, makes appropriate choices**. | I am on time. | * 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. | * 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. | * 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. | * 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 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. |
| Comments | | | | | |