

Citizenship, Personal Development, and Character: Results 3, 4, and 5

Citizenship in learning: Results 3

Exercises democratic rights and responsibilities within the learning community

- Contributes to events of common concern
- Advocates for self, others, and the common good
- Takes responsibility and action to help the group work smoothly
- Adheres to community expectations and personal convictions in conducting and representing learning

Demonstrates respect and appreciation for diversity

- Shows concern for the dignity and equality of all
- Demonstrates appreciation for individual and cultural differences
- Seeks to learn about and from unfamiliar ways of thinking and living
- Uses diverse viewpoints in a learning context

Personal Development through learning: Results 4

Sets and works towards learning goals

- Generates goals based on self-assessment, learning criteria, and personal interests
- Plans a strategic approach to meeting goals, solving problems, and performing tasks
- Modifies and improves learning strategies based on experience and feedback
- Explores ideas and initiates processes for learning

Engages in learning with confidence and persistence

- Approaches new learning situations with positive expectations
- Demonstrates interest in and curiosity about ideas, objects, events, and resources
- Demonstrates a range of approaches for developing and representing understanding
- Adjusts, adapts, and persists with challenges in the learning process - ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success

Works and collaborates effectively with others

- Assumes leadership or contributing roles to advance learning and community goals
- Communicates with others to build understanding
- Works with others to manage conflict and reach consensus

Character in learning: Results 5

Treats others with respect and compassion

- Shows respect for the contributions and achievement of others
- Responds and is sensitive to the needs and welfare of others

Makes responsible decisions

- Takes responsibility and action to find solutions to everyday problems

- Identifies possible choices in decision making processes and evaluates them in light of the needs of self and others
- Makes decisions that reflect high regard for self and others
- Reflects on and takes responsibility for the impact of actions and decisions
- Shows courage and conviction in raising issues and making difficult decisions

K-9 Report Card Outcomes 2014-15 Expanded Readings and Classroom Snapshots June 24, 2014

Summative Scale for the Results

Report Card		Strengths and Areas for Growth	
EX	Exemplary Strengths	Strengths are apparent in exemplary and sustained levels of performance.	Challenging situations are managed within a pattern of self-regulation.
EV	Evident Strengths	Strengths are evident and have a positive impact on learning experiences.	Areas for improvement do not, or only occasionally, constrain the quality of learning experiences.
EM	Emerging Strengths	Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus.	Weaknesses constrain the quality of learning experiences. A plan of action involving school, student, and home is required to address the areas for improvement.
SR	Network of Support Required	Strengths require further development to be realized within the school environment.	The student's learning experiences are at risk. Remediation through coordinated action by home, school, and possibly outside agencies is required to address areas for improvement.
IPP	Individual Program Plan	The student has been identified with exceptionally complex learning needs.	The IPP identifies goals that supersede the expectations of the regular learning program in relation to this particular report card stem.