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| **Responsibility** - I come to class ready to learn | **Respect** - I actively and respectfully participate in class | **Perseverance** - I demonstrate perseverance in my thinking, my products, and my attitude |
| 5  **Exceeding Target**  I always attend class and always arrive on time. I always begin working as soon as I enter the room. I always have all of my materials and always have my homework completed on time. I am always an example to my classmates, individually and in group settings. | 5  **Exceeding Target**  I am always attentive to the teacher and my classmates when they are speaking. I always participate individually and when working in groups, and when the teacher asks me a question. I can easily navigate discussions with those whose opinions differ from mine and make classroom visitor feel welcome. I am an exemplar of participation and respect. | 5  **Exceeding Target**  I always produce work of which I am proud. It looks as if I put time and effort into each assignment. My work includes more than the required elements. My thinking always goes beyond the questions posed in class. I enthusiastically wrestle with difficult ideas and tasks. I stick with it even when it’s difficult. |
| 4  **Meeting Target**  I attend class and arrive on time. I begin working as soon as I enter the room. I have all of my materials and have my homework completed on time. I am an example to my classmates, individually and in group settings. | 4  **Meeting Target**  I am attentive to the teacher and my classmates when they are speaking. I participate individually, when working in groups and when the teacher asks me a question. I demonstrate participation and respect. | 4  **Meeting Target**  I produce work of which I am proud. My work looks attractive and displays effort. It includes the required elements. I am willing to wrestle with difficult ideas and tasks posed by the teacher. I stick with it even when it’s difficult. |
| 3  **Approaching Target**  I do not consistently attend class and/or arrive on time. I am not consistent about beginning working as soon as I enter the room. I am not consistent about having all of my materials and/or have my homework completed on time. I am not a consistent example to my classmates, individually and in group settings. | 3  **Approaching Target**  I am not consistently attentive to the teacher and my classmates when they are speaking. I don’t consistently participate individually, when working in groups, or when the teacher asks me a question. I may not understand how to demonstrate respect to those whose opinions differ from mine. | 3  **Approaching Target**  I am not necessarily proud of my work. It may look like I rushed to complete it. It may be missing some required elements. I am frustrated by difficult thinking and difficult tasks. I will usually ask the teacher for help when I am stuck. |
| 2  **Developing Necessary Skills**  I rarely attend class and/or arrive on time. I rarely have all of my materials and rarely have my homework completed on time. I need reminders to begin working. I am rarely an example to my classmates, individually and in group settings. | 2  **Developing Necessary Skills**  I talk while my teacher or classmates are talking, I do not participate individually, when working in groups, or when the teacher asks me a question. I do not display a general respect for others. | 2  **Developing Necessary Skills**  My work is often incomplete or not done at all. I am not proud of this. My work is usually missing several required elements. I am easily frustrated by work or ideas I consider difficult. If the teacher won’t help me I will give up. |
| 1  **Beginning**  I never attend class and/or arrive on time. I never have all of my materials, and I never have my homework completed on time. I need reminders to begin working and then struggle to get started. | 1  **Beginning**  I am rarely attentive to my teacher or classmates. I struggle to demonstrate basic respect for others. | 1  **Beginning**  I rarely turn in a final product. I am not willing to tackle difficult ideas or tasks. |